DOCUMENT RESUME

ED 187 219 HE 012 663

AUTHOR	Friesen, John W., Ed.; Carson, Robert B., Ed.
TITLE	Higher Education: Beacon or Mirror. Proceedings of the Annual Pacific Northwest Conference on Higher Education (40th, University of Calgary, September 21-21, 1978).
INSTITUTION	Pacific Northwest Conference on Higher Education.
PUB DATE	Apr 80
NOTE	97p.
AVAILABLE FROM	Oregon State University Press, 101 Waldo Hall, Oregon State University, Corvallis, OR 97331 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Access to Education; *Accountability; College Administration; *College Instruction; *College Role; Educational Change; Educational History; Educational Improvement; Educational Objectives; *Higher Education; Institutional Evaluation; Remedial Instruction; *Research; Teaching (Occupation); Writing Skills
IDENTIFIERS	Institutional Renewal; Mission Statements

ABSTRACT

The proceedings include conference welcomes by Leon R. McCarrey and Peter J. Krueger, six papers, a list of conference participants, and proceedings of previous meetings. "Higher Education: Beacon or Mirror," by Keith Goldhammer, traces the history of higher education and its purposes, calling for renewed efforts to increase its quality and scope by redefining mission, retraining personnel, broadening activities, and strengthening accountability. "Cast One Vote for the Beacon," by Ernest R. Rowe, encourages the development of institutional mission statements. "Mirror, Mirror on the Wall," by Walter H. Worth, discusses student writing problems and suggests conscious reform efforts. In "Higher Education: Barriers for the Beacon and Mirror Factors," John Eddy stresses the need for educational equity, access, and humanistic education. "Higher Education: Beacon or Mirror--A Response from the Public Education Sector," by R. J. Leskiw, places responsibility for basic and applied research on the university and expresses the need to elevate the profession of teaching. In "Institutional Renewal: A Planning Mechanism for the 1980's," Abram G. Konrad suggests a formulation of administrative principles within each institution as a means of assuring successful renewal efforts. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187219

Higher Education: Beacon or Mirror

UNIVERSITY OF CALGARY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Oregon State
Univ. Press

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Pacific Northwest Conference on Higher Education

HE012663

REVIEW COPY
OREGON STATE UNIVERSITY PRESS

Higher Education: Beacon or Mirror

Proceedings of the Fortieth Annual
Pacific Northwest Conference on Higher Education
The University of Calgary
September 21-22, 1978

Edited by
John W. Friesen
Robert B. Carson

Published for the Conference by
OREGON STATE UNIVERSITY PRESS
Corvallis, Oregon

Steering Committee of the Pacific Northwest Conference on Higher Education

Leon R. McCarrey, President (Utah State System of Higher Education)
John W. Friesen, Arrangements Chairman (University of Calgary)
Larry Gilbert (Great Falls, Montana)
Delmer Goode, Consultant (Oregon State University)
Larzette Hale (Utah State University)
Britta Hansen (Lane Community College, Eugene, Oregon)
Frank Ligon (Oregon State University)
J. Kenneth Munford, Series Editor (Oregon State University)
Barry Noonan (Portland Community College)
Ernest Ras Rowe (Idaho State University)
David C. Thomas (University of British Columbia)

Library of Congress Cataloging in Publication Data

Pacific Northwest Conference on Higher Education, 40th, University of Calgary, 1978.
Higher education : beacon or mirror.
([Proceedings of the Fortieth annual Pacific Northwest Conference on Higher Education])
1. Education, Higher—Northwestern States—Congresses. I. Friesen, John W. II. Carson, Robert B. III. Title. IV. Series: Pacific Northwest Conference on Higher Education. Proceedings ; 40th, 1978.
L13.P26 40th, 1978 [LA227.3] 378.795 79-27937
ISBN 0-87071-278-0

© 1980 Oregon State University Press
Printed in the United States of America

TABLE OF CONTENTS

Introduction	5
Conference Welcome, Dr. Leon R. McCarrey	9
Conference Welcome, Dr. Peter J. Krueger	12
"Higher Education: Beacon or Mirror," Keynote Address Dr. Keith Goldhammer	18
"Cast One Vote for the Beacon," Dr. Ernest R. Rowe	33
"Mirror, Mirror on the Wall," Conference Banquet Address Dr. Walter H. Worth	40
"Higher Education: Barriers for the Beacon and Mirror Factors," Dr. John Eddy	56
"Higher Education: Beacon or Mirror--A Response from the Public Education Sector," Luncheon Address Dr. R. J. Leskiw	71
"Institutional Renewal: A Planning Mechanism for the 1980s," Dr. Abram G. Konrad	83
List of Conference Participants	93
Proceedings of Previous Meetings	95

Introduction

The fortieth annual conference of the Pacific Northwest Conference on Higher Education took place on the campus of The University of Calgary on September 21-22, 1978 with the theme, "Higher Education: Beacon or Mirror?"

The sessions opened with words of welcome by Dr. Leon R. McCarrey, president of the organization and Deputy Commissioner and Director of Academic Affairs, Utah State System of Higher Education. Greetings were also extended on behalf of the Government of Alberta by the Honourable Dr. Bert Hohol, Minister of Advanced Education and Manpower, and a member of the Provincial Legislative Assembly. In commenting on the conference theme, Dr. Hohol noted that the major role of the university is one of credibility in terms of convincing the several constituencies of the importance of the "beacon task" in searching for truth. Quoting from William Buckley Yeats he reminded his audience that the deepest passion of man is related to his right to know.

The theme for the conference was addressed from various perspectives. Viewed in the beacon capacity, institutions of higher learning have traditionally drawn the attention of mankind to the search for truth. Practicalities, common sense thinking and vocational training were not considered high priorities for the university. On the other hand, mirroring, as a major function of higher education, emerged much later, historically, and the attempts by institutions of higher education to adapt curricula to account for technological, financial and metaphysical developments in society spawned an amazing array of university offerings. Today there are those who would argue that universities have not yet met the demands placed upon them by such changes.

The first paper in this collection is by Dr. Peter J. Krueger, Vice-President (Academic) of The University of Calgary. Dr. Krueger ennunciates several current pressures on the university which might curtail its meeting the needs it was originally intended to address. Essentially, his address features a combination of the theoretical and practical aspects of the beacon obligation of higher education. He underscores the need for clear vision on the part of these institutions in a time when static or declining enrolments are a reality, paralleled by limited budget increases and major shifts in student populations and academic preferences. The challenge for universities, according to Krueger, is to improve in function even as numbers and financial support decrease.

The keynote address set the stage for the conference participants to take a look at the various traditions which have long sought to influence the functions of higher education. Dr. Keith Goldhammer, Dean of the College of Education at Michigan State University, elaborates the western traditions of higher education including the Greek, Medieval, early British, and Puritan outlooks, and pointing out that each philosophy still has its proponents. Some advocate that the role of the university is that of disinterested analyst and critic, while others emphasize the research function. The multi-faceted university has emerged, but it has become the target of critics who have some say in how the institution should be funded. Thus the issue of contradictory demands beset the university; "should the university serve only the needs of the intellectual elite or should efforts be made to democratize it more fully and adapt it to the desires and requirements of a broad range of populations?"

Dr. Goldhammer outlines some of the problems of today's institutions of higher education, five in all, ranging from the phenomenon of governing encumbrances to the problem of maintaining some kind of exclusivity while fostering essential public relations. Goldhammer offers four proposals for resolving difficulties concerning self examination of procedures, etc., and concludes that the university is, in part, "a servant to the society we serve."

The paper by Dr. Ernest R. Rowe of Idaho State University posits an unequivocal stand on the "beacon" side of the argument; he laments the fact that at his institution students quickly drop a class if a high grade is not assured. The ability to make the Dean's List has become so commonplace that many institutions have discontinued the practice. Rowe cites other evidence of this trend speaking of intellectual despair on the academic horizon. His plea is for wise, effective leadership for moral and ethical integrity with traditional patterns of example-setting on the part of those in charge. "Let us have done with the mirror, which has left us in such disarray." and pursue again the path which allows participants in the search for truth to exclaim, "we did it ourselves." There is little doubt that Rowe's session generated a spirited discussion.

The conference banquet was highlighted by a "spoof with a message" by Dr. Walter H. Worth, Dean of the Faculty of Education at the University of Alberta. While Dr. Worth's delivery is easily the most remembered aspect of this unique approach, his illustrations provided more than a simple visual lesson to his audience. Somewhat to the embarrasment of his learned colleagues, Worth demonstrates how a student might take a kindergarten level essay, update the information and

vocabulary in it, and utilize it for assignments through high school and college and, ultimately, even as a doctoral dissertation. He applies his concerns (and humour) to such areas as research and university programs and standards. In addition, he offers some helpful guidelines for institutions of higher education.

Ever the counsellor, Dr. John Eddy of Loyola University of Chicago, handles the discussion of both the beacon and mirror obligations of the university by analyzing a series of statements by American educators and national leaders. He explicates a series of challenges for higher education -- avoiding a simplistic view of the university role, dealing with increasing governmental interference, and seeking to obtain more financial aid for students of minority background. Other suggestions are offered, but Dr. Eddy's conclusion is telling when he points out that higher education needs to broaden its base in both philosophy and practice. This statement is in sharp contrast to his final conclusion when he emphasizes that the "colleges and universities of Canada and the United States should continue to lead the world in the preservation and enhancement of basic human values, in the maintenance of a democratic society in the forwarding of creative ideas and practices, and in the services of each generation."

The noon luncheon on the final day of the conference was challenged by Dr. R. J. Leskiw, former administrator of university education, now involved in a more public sphere of education. Leskiw's paper examines four models of higher education, namely, viewing the unviersity as a sanctuary of scholarship, training camp for the professions, social service station, and an assembly line for the establishment man. He cites Paul Wolff's preference for the university as a sanctuary of scholarship arguing that between high school and graduate school higher education ought to provide an intellectual, cultural and emotional experience for students. Leskiw's position is that the university has already met the needs of society to some extent in that each institution has been allowed to decide how large it will grow, whom it will graduate and admit to graduate training, and what kinds of programs it will offer. He concludes by elaborating a list of obligations higher education must fulfill in both service and research aspects, the former having to do with leadership development and personalization of teaching, and the latter pertaining to disciplined inquiry and rationality and integrity in the approach to problems.

The final note of the conference was struck by Dr. Abram G. Konrad of the Centre for the Study of Postsecondary Education at the University of Alberta. Konrad's presentation relies on a

three-year study of higher education involving an examination of research literature, visits to innovative colleges and the development of a tentative model. Discussion of the model constitutes the bulk of the paper, offering guidelines for the would-be user related to the interplay of strategy and environment as basic factors. Konrad concludes his presentation with several poignant suggestions for educators, the first of which relates to the question of initiation of renewal; who is responsible for, or most likely to initiate renewal activities? A second concern relates to the commitment of those persons whose habits of work will be affected by the process of renewal or by its outcomes. Finally, Konrad's academic stance is obvious when he concludes that whether higher education adopts the posture of beacon or mirror, the challenge of organizational survival in a time of mounting pressures can be met by careful future planning. Naturally, the model presented in the paper should be given consideration as a useful plan of procedure.

Each of the papers given at the conference, position papers as well as analytical presentations, underscore the need for a diligent assessment of the challenges confronting higher education today. Simply to adopt either a beacon or mirror image for universities and colleges is to disregard the problems emanating from any single-faceted approach to problem-solving. It is hoped that the discussions at this session of the Pacific Northwest Conference on Higher Education will contribute to a continuing examination of issues related to the central functions of higher education. Beyond a doubt, each presenter more than met the standard of stimulating the thinking of participants and setting the stage for further discussion.

John W. Friesen
Robert B. Carson
The University of Calgary

"HIGHER EDUCATION: BEACON OR MIRROR?"
WELCOME TO THE CONFERENCE

by

Dr. Leon R. McCarrey, President

Pacific Northwest Conference on
Higher Education

and

Deputy Commissioner and Director
of Academic Affairs & Planning,
Utah System of Higher Education

Dr. McCarrey indicated that it was with great pleasure that he welcomed those present to the 40th Annual Conference of the Pacific Northwest Conference on Higher Education.

He stated that the conference now includes more than 70 colleges and universities across the Pacific Northwest, located in Alaska, Alberta, British Columbia, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

This year's conference theme, "Higher Education: Beacon or Mirror?" is most fitting because it calls for evaluation, assessment, and reassessment of the historical role of higher education and its future intended outcomes. The theme introduces what might appear to be contradictory functions of higher education; namely, an agent to guide, lead, and change society or an agent to react to, respond to, and reflect society and in the process provide greater social stability. In other words, should higher education serve as an agent for change or an agent for stability, he asked? Should it be society's leader and critic, or society's servant? Or can it and should it incorporate both functions?

During the next two days, how we view this year's theme and address the questions it evokes will depend upon our own perspectives; i.e., the nature of the various disciplines we represent and the kinds of individual experiences we have had. The theme would seem to incorporate, among others, such higher education issues as: 1) philosophies of admissions and access to higher education; 2) relative emphasis on career and vocational education versus renewed interest in preserving liberal arts traditions; 3) the tenure system and a reward structure favoring research and publication as opposed to stressing excellence in teaching or community service; 4) quality versus quantity in higher education; 5) campus-based or community-based education and the factors influencing curriculum development; 6) control or scientific research by government interests or by scientific groups; e.g., applied or basic, genetic engineering, military interests, etc.; and 7) the nature of higher education's delivery system and the extent to which non-typical students can and should be served.

Higher education, of course, be it beacon or mirror, includes goals for society as well as for the individual. The varied thrusts of higher education are bound to have broad social consequences, as the lives of individuals are changed in classrooms, libraries, and laboratories, as the frontiers of knowledge are expanded, as the arts are advanced, and as numerous public services are rendered.

Dr. McCarrey concluded by stating that PNCHE provides an

excellent forum for us to examine our perceptions, images, goals, and the intended outcomes of higher education. Each of you brings new insights to the conference; only your active participation and involvement in the proceedings will enable these sessions to be productive, he stated. Please share your questions, your concerns, your viewpoints, and even your solutions to the issues and challenges facing higher education. Our objective is not so much to reach consensus of opinion as to provide an opportunity and environment for gaining additional insight and for learning new approaches to effectively execute our collective and individual responsibilities. Let's make this conference the richest possible environment for the amalgam of ideas, he urged.

Dr. McCarrey ended his remarks in this way: "In conclusion, I would like to thank the University of Calgary, especially John Friesen, for hosting the conference and inviting us to meet with you in this most beautiful part of the world with our Canadian and American friends and colleagues. Thank you."

"CONFERENCE WELCOME"

and

Comments on the Conference Theme

by

Dr. Peter J. Krueger

Vice-President (Academic)

The University of Calgary

First of all, let me say how pleased I am to be able to welcome you to the University of Calgary and to the 40th Annual Conference of the Pacific Northwest Conference on Higher Education. I have been learning quite a bit about the history of these conferences this morning and I was pleased to see that they span a region which encompasses seven states and two provinces. This type of international participation, including not only people from different parts of this continent, but also representatives and participants from different types of institutions and organizations augers very well for the success of a conference like this and I am sure that there will be a lot of stimulating discussion here.

If you are visiting Calgary for the first time, I trust that you will have found our city and our university warm and friendly places and that you will want to return at some future time to renew and extend the friendships that you will be establishing during this visit. I want to recognize particularly the presence here this morning in the audience and also on the program, the Hon. Dr. Bert Hohol, Minister of Advanced Education and Manpower of the Government of Alberta. With reference to the comments made by the conference president, Dr. Len McCarrey, in opening this session - I could say that perhaps one should talk of higher education as being a can of worms, because indeed there are many aspects that we have to grapple with at the present time that seem almost insurmountable. I also want to comment on the remarks that the cab driver made to him on the way from the airport; I assure you that this individual does not work for this university, so that he is not entitled or authorized to speak for our finances, our "surpluses" or our supposedly healthy state with respect to the outlook for next year!

During any of our academic years we place our facilities at the disposal of a large number of local, regional, national and international groups and associations for seminars, symposia and various conferences on a wide range of topics. I find the theme of this conference, "Higher Education: Beacon or Mirror?" particularly relevant at the present time when many institutions of higher education are facing static or declining enrolments, budgets with annual increases which are significantly less than the seemingly uncontrollable cost increases and internal shifts in the student enrolment which may require extensive re-allocation of resources in order to meet even minimal demands in certain areas. Against this background, academic leaders are required to take a policy position which they hope will be viewed by the various constituencies involved as being decisions which are academically sound and in the best interests of their students and the wider society served. It seems we will be required to become better as we become smaller.

As a practicing scientist, a spectroscopist, I was particularly intrigued by your conference theme. I am indeed very well acquainted with the characteristics of mirrors and beacons or light sources, of which lasers are undoubtedly the most dramatic example. When asked by your chairman to make some comments on the theme "Higher Education: Beacon or Mirror?", I was therefore tempted to begin by giving you a lesson in basic optics, so that you could fit the rest of the conference into this framework and discover for yourself which part of the double metaphor in the theme is most appropriate. However, since time is short, and since I want to make sure that you get it right, I want to present to you the proposition that it is the responsibility of higher education in the first instance to be a beacon in society.

Let me develop this theme a little further by referring to the basic characteristics and qualities of mirrors and beacons, the application of which becomes fairly obvious. A simple mirror is a smooth surface that forms an image, or an optical counterpart of an object by reflection. At best, even the most expensive mirror produces an image which is highly imperfect. The mirror is a passive object. It uses light from another source to create the image. At each reflection some light is lost by absorption, and on multiple reflection the light can eventually be absorbed entirely. There is nothing you can do to alter the position of the image relative to the object. This is determined by the laws of reflection, and your own value judgements or your own opinions will not alter that fact. Finally, have you ever attempted to use a mirror in the dark? You will find it completely useless. On the other hand, a beacon provides a signal which acts as guidance or warning. It provides a goal, or an objective to strive for. It is an active and an aggressive instrument which radiates power and imparts energy to the receiver. Furthermore, it implies a definite sense of direction - direction for the successful completion of a mission or direction which acts as warning against hidden danger. The "lamp of learning" is a well-known classical symbol which appears on many a school crest, illuminating the darkness with a spontaneous fire which is supposed to regenerate itself as time goes on. It is this aspect which I think we must translate into the leadership role which institutions of higher education have to assume at the present time. The leadership role which I associate with a university finds expression in the commonly accepted three-fold mandate of teaching, research and service, or to put it another way, in the transmission of knowledge, in the generation of new knowledge and in the application of knowledge.

The General Development Plan of the University of Calgary expresses our goals in a general way as follows: "In fulfilling its role there arises a series of goals which are stated to give the public a clear statement of what the University stands for and what can be expected of it. While the University's main responsibility is to the needs of its immediate community, it also has important provincial, national and international responsibilities. The University of Calgary:

1. will contribute to the growth and to the critical scrutiny of knowledge;

2. will assist people to develop their human potential with particular attention to their intellectual abilities;

3. will develop an environment conducive both to scholarship and to the rational use of leisure;

4. will give service and intellectual leadership to society; and

5. will provide a forum for the critical discussion of ideas."

I would like to remind you very briefly this morning of a few specific areas where the university can, and in my view, should play a leading role. One of these is in the critical analysis of social issues. The structure and composition of the university makes it well suited to this purpose. As an autonomous institution with a long history, the university can speak out against certain trends in society, can support others, and is in a position to do so constructively. First of all, this can be done by providing a forum for an open and informed discussion for all points of view. Secondly, the university can provide the expertise to assist in the formulation of new or redirected social strategies or policies which may be required to meet a given situation. Finally, in its service role the university can be effective in the implementation stage, by working with the government and its agencies. Through the involvement in this series of steps, higher education programs may be adapted to meet the legitimate needs of society, by gradually preparing to cope not only with the current problems but also with those that loom on the horizon and those that are even beyond the horizon. Having said that higher education must play the role of a critical analyst on social issues, I want to add that it must also at all times be cognizant of the genuine <u>needs</u> of society as distinct from its <u>wants</u>. This is where the mirror mentioned in the conference theme is useful, but only as a diagnostic tool to establish the ills of society and not necessarily to model higher education patterns which

will do nothing more than reflect society.

On another point, I submit that high standards must be set and these must be required on a continuing basis on the whole area of higher education. The objective must be excellence at all times. Several years ago this university, as well as a large number of others on this continent, became concerned about the growing realization that students who entered the university were exhibiting a pronounced decline in writing skills, in their ability to read critically, and in the ability to communicate their ideas. The result was an effective writing qualification test on admission and the development of an effective writing program to assist students with difficulties to improve basic skills which were viewed to be essential in all disciplines. The implementation of this program and the tests were not without difficulties, and they are still subject to some criticism, but in my view, I believe that they have been effective in beginning to reverse what was viewed to be a very negative trend in the general ability of students who were entering the university.

Further, I submit that we who are engaged in higher education have a distinct responsibility to encourage our students to search for enduring values, to expose hidden assumptions and to confront the value-laden choices that face us all the time. We have to remind ourselves frequently that we are indeed preparing the leaders of tomorrow, who will have to make such choices under conditions which we cannot predict now.

In an article called, "Educating for Survival"*, Ernest L. Boyer and Martin Kaplan have recently commented as follows: "Everyone 'believes', everyone continually makes value-laden choices, and no one holds values wholly unrelated to origin and impact to the values held by others. For too long colleges and universities have suggested to students that beliefs are somehow less important than 'the facts'. But regardless of the pretensions of its member disciplines and the magisterial rhetoric of the college catalogs, the university - in its every procedure, structure, requirement, option, budget detail, admission, promotion, publication, grade, syllabus, and diploma - acts out the choices and commitments it has made. None of these choices is 'natural'. All are human-made, subject to revision, born of values, inherently controversial and rooted in time and place and economy and faith."

---

*Change magazine, Vol. 9, No. 3, March, 1977. pp. 22-29.

There are a number of other points that could be mentioned and indeed most of them are controversial. Some of those I have already referred to may stimulate discussion. If they do then they will have served their purpose because sometimes one has to take the role of the devil's advocate. In concluding my brief remarks I would present to you the challenge of leadership that institutions of higher learning must take up. I am convinced we have a decisive role to play. If that were not so I would not be in it myself. The role is furthermore one that we cannot fulfill in isolation, but which we can meet by viewing ourselves as members of a much larger community with a significant number of common goals.

I trust that my comments will have been of interest to this group, and that they may stimulate further discussion which I am sure follows whenever educators meet.

CONFERENCE KEYNOTE ADDRESS

"HIGHER EDUCATION: BEACON OR MIRROR"

by

Dr. Keith Goldhammer
Dean, College of Education
Michigan State University

Advanced education in every society, as early as it can be studied, was a privilege of a governing elite, its purpose being to provide the knowledge and skills associated with political or military governance, the maintenance of the sacred knowledge of the society, or merely the involvement of leisure class youth in exercises to keep them from becoming bored or burdens, because of their conduct, upon the rest of the community.

Although advanced education was always associated with scholarship and the transmission of knowledge, it almost always included a concern for those values and ideals which were considered necessary for the elite to maintain their stations in life, appreciate their prerogatives, and undertake their responsibilities vis-a-vis the general society. Advanced education has never had a solid egalitarian base.

A cursory review of the history of higher education shows that it became an imperative when complex systems of theology emerged and social relations became governed by meticulous legal codes which required the application of their statutes to specific human and community affairs. Kneller has written that higher education begins where a select minority is instructed in special branches of knowledge that can be acquired only through concentrated effort. This is only a part of the picture. The development of the advanced education in India and China, as he describes them, are cases in point. In India, education was the monoply of the Brahman Caste, the governing elite. It served as a means for preparing the young Brahmans for their social roles as the governors, the professionals who maintained the knowledge and services needed by the masses and were the guarrantors of social stability and traditional forms of government through their intellectual ability to manipulate the values, codes, and themes of their society. The transmission of knowledge was not an end in itself but rather a means for the renewal of the ability of the governing elite to rule and maintain control. China had a most elaborate system of higher education to prepare the middle aristocracy for the civil service "guaranteeing that the sacred knowledge would not pass along to the masses since this civil service had almost a total monopoly over a most complex system of conveying thought, knowledge, and legal and commercial documents through symbols drawn on paper. China, unlike India, had a system for recognizing talented youth of the lower classes and affording them opportunities to be educated and advance into the civil service.

The Western tradition of higher education, although affected by these forms and processes, actually grew out of the early Greek tradition. It, too, was designed for a particular class, although there were different "zones of tolerance" for those who would be involved in the different city-states.

Sparta emphasized a military and totalitarian social concept as related to education. Athens, based upon a broader concept of democracy, emphasized the education of the "free" man, but only the wealthier classes generally could take advantage of the opportunities provided.

The Greek way of higher education made three main contributions which were continued in Western higher education:

1) Emphasis upon the education of the "free" man resulted in a curriculum which was more intellectual than vocational and led in all probability to the fine distinction between the intellectual or academic, on the one hand, and the vocational or artisan on the other. Professional study, as we know it, did not exist, and those who aspired to professional careers did their professional study either in an apprenticeship type of system or as an extension of the liberal studies which engaged the attention of the masters who conducted the schools and academies.

2) The early academies or peripatetic schools were established around the independence and self-governance of the scholars who conducted them. A particular figure gathered around him a group of students and together they engaged in scholarly studies of their own choosing. The curriculum was what they wanted it to be. The objective from a sociological point of view was surely to provide acceptable activities for the youth of the leisure class -- hence the term "school." The term implies a cloister from the every day activities and turmoil of the community. It certainly was a forewarning of the role of the college as an ivy-covered ivory tower cloistered from every day, mundane realities! The emphasis was upon the attainment of knowledge as a means of achieving a state of virtue rather than as an end in itself. Both Plato and Aristotle, among others, saw that the type of education provided in a broad liberal education was that which was most needed by the students who would become the leaders, the standard bearers, and the gatekeepers of their society.

3) In spite of the freedom and self-governing aspects of higher education, the city-state expected a higher form of accountability than that of merely the scholars or students unto themselves. Although it was slow to be aroused, and not always for the right purposes, public attention was directed toward the schools, and public opinion could either force some conformity to its desires or impose sanctions upon the scholar who got too far out of line. Socrates was not the only teacher who faced the alternatives of conformity, exile, or the hemlock. Then, as now, powerful forces within the community would restrict the academic freedom of the scholar if his teachings or scholarship roamed outside the community's zone of tolerance for his advocacy.

The Romans contributed relatively little save for an emphasis on professional studies and the institutionalization of both the content and the structure of the advanced school. The Greeks seem to have exemplified a free searching and inquiring spirit. The very type of spirit which encouraged an attitude toward life and its mission on earth which fostered intellectual development, the Romans seemed to exemplify a search for order, power, structure, and the mechanisms of control which placed less attention upon search and inquiry and more upon the use of knowledge to gain the ends desired by the state.

In medieval times, the church was the true inheritor of the Greek tradition, as warped by the Roman perspective. It did not have an open doctrine which stimulated question and inquiry. The great universities developed in medieval Europe did little to extend the state of knowledge and to further inquiry. The functions were maintenance and transmission. It was a period when intensive efforts were made to preserve what had been accomplished, either sacred or secular. With the collapse of strong central government and the emergence of both political and social instability, the cathedral schools were left as almost the sole custodians of learning and the emerging intellectual traditions. By the twelfth century, these schools constituted the foundation upon which the modern university was established. As church control waned, political support for and control over higher education emerged.

The medieval university made interesting contributions to modern higher education through the guild tradition. Two types of guilds arose. The one was the guild of students, and the second was the guild of masters. The former was dominant in the Mediterranean areas while the latter succeeded in strength in both the northern mainland and Britain. In Italy the student guilds controlled even the appointment of faculty. In Paris, the guild of masters gained a special dispensation from the Pope to increase its self-governance and to maintain its independence of control from the communities which it served. This action was in response to the attempts of the communities to gain control in order to eliminate some of the abuses which rose from the conduct of students in their midsts.

But the problem went even deeper, as Engel has observed. Colleges in England, for example, clustered around Oxford and Cambridge where almost autonomous corporations were governed for the most part by the fellows. Restrictions placed upon appointment of fellows guaranteed that the composition of the masters would perpetuate their control and capability to appoint their own officers and determine the admission of students and other masters to their ranks. A fellowship was a valuable appointment. It entitled the holder for life to a share in the income

derived from the property held by the college. Duties imposed upon the fellows within the college were modest, and income and position were used to enable them to begin their careers within the hierarchy in the church or university. Engel points out that as late as the eighteenth and early nineteenth centuries the University of Oxford was the object of bitter public denunciations as closed corporations, eccentric, uncompetitive, often corrupt in the election of fellows, operating simply to distribute their income and other benefits among their own members. It was also argued that they were indifferent to their teaching responsibilities and that the examinations for degrees constituted a meaningless ritual devoid of intellectual or educational value. The modern type of university with its multiple functions and emphasis upon the maintenance and extension of knowledge as well as its diversified curriculum serving a range of functions finally began to emerge particularly in Germany during the latter part of the eighteenth century. That university and its emerging problems was the inheritor of the tradition and the victim as well as the beneficiary of what Popper calls "the tyranny of history."

The Puritans brought the academic traditions of Europe to the New World. The early colonial universities established in North America were dominated by the traditions of Oxford and Cambridge, particularly the latter. As Rudolph points out, those who founded Harvard were forward looking men, who sought to establish a pure theocracy in the new land. In such a state, the church would require a learned clergy; the state would need competent rulers in tune with the theological requirements of the society; and the society they governed would "need the adornment of cultured men." A Harvard commencement speaker in the latter part of the seventeenth century emphasized the elitist nature of the university when he said that without such adornment "the ruling class would have been subjected to mechanics, cobblers, and tailors; ... the laws would not have been made by senatus consulta, nor would we have rights, honors or magisterial ordinance worthy of preservation, but plebiscites, appeals to base passions and revolutionary rumblings, if these our fathers had not founded the university." Harvard was an essential instrument in the maintenance of order and stability as well as the genteel values approved by the church and political elites. The ideal was well described by Rudolph:

> A college develops a sense of unity where in a society created from many of the nations of Europe there might otherwise be aimlessness and uncontrolled diversity. A college advances learning, it combats ignorance and barbarism. A college is a support of a state. It is an instructor in loyalty and citizenship in the dictates of conscience and faith. A college is useful, it helps

men to learn the things they must know in order to manage the temporal affairs of the world. It trains a legion of teachers. All these things a college was. All these purposes, a college served.

Two significant factors changed the nature of the university in some degree in the New World. On the one hand, the advancement of science and the industrial need for scientific discoveries produced a heavy emphasis upon the attainment of new knowledge. The new scientism produced an extraordinary emphasis on research and technical studies in all disciplines with even the social studies becoming grounded in the new positivism and attempting to adapt the methods and techniques of the natural sciences in the search for new knowledge. The professor became not only a scholar, but a scientist, with relatively few basing their advancement and prestige upon an extension of liberal studies. To be free to acquire new knowledge demanded that the scientist be secure from the domination of the creeds, the restrictions and the control of a tradition-bound society.

On the other hand, the industrial revolution produced a new social pluralism which was best exemplified in the United States by the emergence of the land grant philosophy. Jonathon Baldwin Turner, an agrarian reformer, egalitarian, and teacher in Illinois, was its true godfather, and he wanted to see the new professions as more than technicians, as enlightened men of the community, extending the benefits of cultural adornment in their service to their fellow man. Turner tried to bring a new egalitarianism to the American university. He severely criticized the traditional elitism. He advocated what he called a common man's bill of rights. All classes should find a haven in liberal as well as professional and technical studies well adapted to their needs. To him, higher education had the dual functions of finding new knowledge and using that knowledge to improve the common man's effectiveness for achieving a better life. The movement, if it failed to strip the university of all of its medieval trappings and intellectual elitism, did succeed in extending the arena of professional studies in the university with particular emphasis upon the practical and useful, as opposed to the strictly academic.

The huge multi- or mega-university emerged, but the pressures and tensions of the past remained. Like Oxford, the universities in Canada and the United States were controlled internally by the masters, but even the few private universities of any size, had to attract funds from the public to assure their support. The key issue which had arisen in the nineteenth century remains. Is the university a beacon or a mirror? The issue can best be illuminated by looking at some of the dynamic

tensions which currently beset the university. We shall be able this morning to look at only a few of the more significant ones.

The most critical issue is obviously the dilemma of contradictory demands which now beset the university, and whether or not there can be a discrete definition of the functions which the university can and should perform. Every college administrator is faced almost daily with the incongruities of the demands which are placed upon his office by diverse segments of society or interests within the university. On the one hand, the faculty generally insists upon the maintenance of the traditional functions and roles of the university which they prepared themselves to perform. Scholarship, scientific investigation and teaching the basics of academic and professional disciplines are their forté. The students of today, to a considerable extent, are much more vocationally, rather than academically, oriented. College is a means of licensure to gain admission to a career. Legislators are inclined to look at economic utilities and do not readily fund those traditional but unmeasurable assets provided by the university. The concept of societal adornment with cultured men and women is about as saleable as a 1963 Chevrolet.

Although there is still some acceptability of the research function, it is not legitimated as an end in itself. The scholar wants to know. The relevant publics want to have demonstrated the ability to apply knowledge and accumulated experience to problems and issues of the economy. Research on cancer or that which leads to industrial innovation is good. Research on how monkeys learn is a candidate for a well known Senator's Golden Fleece Award.

It is still true that the college is looked upon as a place of learning. But the opportunity to learn may not be a primary aspiration either of a large segment of our clientele or their parents who support them in this expensive venture. Attending college may still be viewed as an essential means for acquiring the social graces appropriate for those who maintain prestigious positions in society.

There are still those who defend the Puritan objectives in founding Harvard and Yale. But there are also those who advocate that the role of the university is disinterested analysis and criticism. Some are disgusted with any role other than that of conservatoire of traditional values and view the university as a vehicle for the "engineering of consent." But others insist upon the fact that a true university instills an inquiring mind, provides the skills and attitudes essential for laying bare the cant and hypocrisy of the present. Instead of conserving the traditional values, they view the university as a master change

agency building a new set of social interactions, more meaningful, more rational, and more moral than those which exist. Uncritically, the university has incorporated students with all aspirations, the social, the political, the cultural, the vocational, the economic, within its fold; and the issue today is, can it adequately serve all of the purposes of all of the people who would come to it for the solution of their problems related to gaining the knowledge, skills, and understandings they perceive they need for achieving their fulfillment as human beings?

Second, this concern leads us to a further endemic issue, which in some ways is merely a restatement of the first. Should higher education serve the aspirations and needs for advanced education of an intellectual elite, or should efforts be made to democratize it more fully and adapt it to the desires and requirements of a broad range of populations? The traditional concerns of a university are upon "high standards" of admission and performance, in the light of rather narrowly prescribed criteria of academic excellence. Jonathon Baldwin Turner envisaged an institution which could effectively serve the educational needs of all the population beyond the secondary level. I suspect that the institution which he idealized resembles today, more the multipurpose community college than the contemporary land-grant university. Although the rhetoric universities employ is given today to the broadened programs of the university particularly to meet the needs of minorities and economic strata which have characteristically not availed themselves of the advantages of the university. The basic programs, with relatively few exceptions, have remained unchanged. The slight adaptations which have occurred are essentially dysfunctional. The challenge of diversity, for example, has been met by making the entire university grading system a hollow mockery, both of its intellectual standards and the needs for educational advancement of the new populations which seek to share in its benefits.

Basically, the guiding conceptual foundation of the program of studies rests upon a modest adjustment of Varro's nine liberal arts, with professional schools clustered about "the citadel" of general or liberal studies. Even this citadel is under attack today by the narrow specializations of the academic disciplines, which provide survey courses to their disciplines in an effort to corner the vast market of undergraduate student credit hours needed to maintain the faculties of their departments.

In all truth, the faculties of the colleges and universities are not prepared to serve the needs of these new populations. Throughout the world, the "masters" have dominated academia and assumed that the scholar and scientist automatically acquires expertise as teacher and educator. The facts belie the contention. The courses of study they maintain are ill-adapted to

the achievement of the objectives of a broad population of students. Entrance requirements are still based upon criteria of selection, sorting, and stratification, and, except for a few beacon lights, little has been done to recognize the diverse populations seeking entrance. So long as admission requirements remain inflexible and programs of study remain oriented either toward the advanced professions or sophisticated academic and scientific disciplines and requirements, courses of study, admission criteria, and other conditions of study, remain within the hands of a faculty which has not been prepared to cope educationally with these problems, little fundamental change can be expected.

The third issue I would present this morning is, should higher education adapt more readily to powerful social and economic interests who would use it for the fulfillment of their purposes, or should it be a cloistered ivory tower of intellectual quest, analysis, and criticism, letting the chips fall where they may? At the moment the issue is best represented in the United States by the affirmative action programs. The federal government, through its power to distribute largesse to post-secondary institutions, has forced every institution in the country to accept certain standards of employment and entrance irrespective of any judgments or concerns which may exist within the institution. Standards and procedures for the auditing of compliance are set by advocates who frequently have only a narrow vision of the significance of their actions or the dynamics involved in operating institutions. The goals may not be wrong. There are certainly a number of social and political imperatives which dictate the need for opening opportunities for minorities, the handicapped, and women. It is also apparent that any organized group with sufficient political clout can go to Washington and have new demands imposed upon colleges and universities irrespective of what those programs mean to the maintenance of orderly and educationally appropriate policies within the institutions. The plain truth of the matter is that on the one hand the federal government, with its enormous power over the purse, has become a convenient tool for any powerful agency to use to impose its demands upon the remainder of the population. Schools and universities are conspicuous and rather helpless targets for their purposes, as they have almost always been.

On the other hand, schools and universities had their chance to respond, to adapt, and to be the beacon, showing the way to a better realization of the civil and human rights philosophy which prevails on the ideational level, if not in practice, in the United States. The naked truth of the matter is that not only did they miserably fail to respond to the challenge, but they are now doing so, for the most part, in ways which are

dysfunctional and inconsistent with their academic commitments. One could not say that the manner in which the academic bureaucracy maintains its right to be indifferent to change is any more functional than the demands which are being made for it to adapt, and adapt readily and massively. The universities, in no uncertain sense, are reaping the wild wind of their original indifference and their current tendency either to bend before the wind or to attempt to hide their intellectual heads in the sands, thinking the storms will soon blow over. In the meantime, colleges and universities are losing their own power to make their own policies, and they are becoming increasingly the handmaidens of whatever forces within the broader society want to use them for their own ends. The masters within the universities have not found the creative solution to the dilemma. Unlike the masters of the University of Paris, they cannot appeal to the Pope for protection from their communities.

This issue causes us to look at a fourth major problem, which may be at the root of the other issues. Today's colleges and universities have amazingly cumbersome and irrational systems for internal governance which seem to have been created to defy efforts to produce adaptations proposed from any source. A system of checks and balances have created an almost undescribable maze of channels through which an innovative professor or administrator must move. They create an adversarial relationship between the innovator and the governing bodies of deans and administrators who perceive themselves as the gatekeepers of academic irrelevance. In one large university, on the average, it will take three years even before the final legislative body of the faculty would receive a major proposal -- and no one could forecast how long it could take that debating society even to act upon it. There is a dangerous double standard employed in the university. On the one hand, a professor is expected to be a purveyor of the most current knowledge in his field and his research is expected to be on the cutting edge of significant knowledge-producing issues. However, in the structure of governance, he will win the recognition of colleagues and administrators if he remains a conservative who maintains the traditional values and programs.

Fifth, this issue brings us face to face with another key dilemma of modern universities. Shall universities remain the private preserve of the "guild of masters and fellows" perpetuating a concept of self-governance? Or should they be made to endure the consequences of a more severe public accountability and a subservience of the guild, at least in part, to the publics' interest and control? The masters of the universities have always been in conflict with agencies outside of the universities who have sought some control over its internal affairs. At best an accommodation has been made, but this

accommodation has built in conflicts and incongruities which have never been resolved and probably never will be entirely resolved. The increased militancy of faculty organizations, the increased unionization of so-called professional organizations, the persistence of a method of selecting administrators which assures that they will be "of the academic elite" rather than essentially dedicated to resolution of some of the problems which are created -- all of these factors have led to an increase of the faculty power over internal affairs and an augmented emphasis upon the operation of the university in the benefit of the professional staffs, frequently at the expense of the clientele and the public which they serve.

I recently asked a group of faculty who were concerned about certain policies under review, "If you could establish policies without reference to the governing system over the university, to whom would you, then, be accountable?" And they responded unhesitatingly, "We would be accountable to ourselves." Perhaps this would not be entirely bad, if there had been exercised the proper kind of accountability and restraint in the making of decisions.

Individual faculty members, to be sure, have been placed upon tenure and protected by their colleagues because they "fit in" as in an English club rather than because they are professing with integrity. Faculty have developed criteria of promotion and tenure to maintain their perspectives and protect their turf, regardless of how those criteria may be to the benefit of the clientele. And administrators have sought to duplicate the most prestigeful institutions by legitimating research and publication not infrequently at the expense of other needed attributes and capabilities. Faculty members have shown great disinclination to assist in relieving the disjunctiveness that occurs from the incompetence or misfeasance of office of their colleagues. Administrators know that they are expected to stay within the zone of tolerance of their faculties, and, if they get outside, they will have remarkably short tenure. Administrators have learned that the security of their positions, the serenity of their lives, and the conservation of their time are enhanced to the degree that they do not "rock the boat," To say "no" is easier and more convenient than to embark on the hazardous course of having to defend new structures which produce some insecurity and adjustment within the unit. Basically, the top administrators and boards are inclined to recognize the administrator who avoids conflict and adaptation more than the one who makes life uncomfortable for gate-keepers. Unfortunately, most administrators are not creative change agents and they have stayed long enough in their managerial roles, regardless of the capability to perform them adequately, to have become obsolete as scholars in their fields.

This has led the public and legislators, as well as other officials of government, to charge that faculties remain aloof, restrictive, analytical, and proprietary with respect to the functions they control, rather than serving the interests and needs of specific communal purposes, using its competence, knowledge, and resources as required to serve the objectives dictated by groups outside of the university who support its endeavors, or the clientele who are begging for recognition from within.

So much for these well known negatives. We hear about them almost every day, and we know that they exist and have a certain degree of validity, and that not all of them or even most of them can be solved. Perhaps what is needed more than anything else is the recognition and the admission that they exist and creative efforts can be made to see if we can overcome some of the malfunctioning which they entail.

But it would be foolhardy, indeed, to fail to look at the positive side of the picture and to see what assets the university has and can readily bring to the society which supports it. The values of the citadel of liberal learnings are still there, and they exist, to my knowledge, nowhere within this society except within the university. This is an age when we not only have at present, but will have for some time, an abundance of human capabilities beyond that which is needed for mere subsistance or survival. In every age of great cultural enlightenment such a condition prevailed, and wise political leadership saw that this was a time to achieve an age of enlightenment of great cultural achievement that would life not only the community but all of mankind to newer heights of civilized endeavor.

And so within the universidy today, out of the liberal and humanistic capabilities which exist in almost every institution, wise academic and political leadership could provide that opportunity to use those resources to achieve a higher level of cultural enlightenment, a better knowledge of man's capabilities and roles, a better understanding of the nature of man and the universe, and how, through his interactions, he can approach a more ideal existence. Without the assistance of the university, without the centering of many of these endeavors within the university, the opportunity will be lost.

The university today, through its professional and scientific resources, has the capability to relate evermore effectively to human needs and at the same time to enhance responsible, rational decision-making within the political bodies of which they are a part. The search for knowledge and the application of new knowledge to the affairs of men, can take place

within universities without thought of profit or gain.

Above all, the university is an accumulation of capabilities and resources needed to relate effectively to the diverse needs of a pluralistic population. As never before, those capabilities, with great scientific and professional acumen, can be of service to the entire community in helping to relieve the broad range of disadvantages and malaise which affect us. The problem is for us to find the creative mechanisms through which that can occur. If one looks at the basic social dysfunctionalities that affect every country in the world today, I am sure there is within the university the capability to find the ways significantly to reduce their consequences, to reduce pain and suffering and to bring greater satisfactions and more effective life styles to all people. The record of how segments of the university have helped to improve the conditions of life for countless people living under adverse conditions is exemplary. Food production has been increased. Educational advantages have been brought to alienated populations. Health care and the capability to cope more effectively with noxious diseases have been extended. Both Canada and the United States have used university capabilities effectively toward these ends, both at home and abroad. But not all of the capabilities of the university have been employed, and their proper use and direction could be in conflict with powerful interests external to it. The problems of the environment and energy are cases in point. To be the beacon of hope, enlightenment and progress in all of these areas means that the university must be both more responsive and more responsible. It means that it must continue to protect those who would move out on the cutting edge to profess and advocate with integrity. But at the same time, it must find the means through which such protection cannot serve to defend incompetence or irrelevance.

Let me propose four ways in which I think we can approach the solution of helping the university to become much more of such a beacon than it now is.

First, I think the university must examine the rationality that undergirds its present approaches to its diverse structures. It cannot successfully deal with all of its objectives with the same rationales, standards, and limited perspectives which it has inherited from the past. This means more than scholarship. It means more than the transmission and maintenance of knowledge. It means more than research and professional and scientific investigations. It means that somehow or other, we have to find the means of building greater managerial strength within the university, to enable us structurally and programmatically to respond more effectively to the diverse needs of the pluralistic publics and the range of social responsibilities which

will be put upon our shoulders. It means that we must be honest in our labeling of what we can and will do with respect to the human and societal needs to which we should relate.

Second, our personnel, our faculties, have been prepared within a rather limited scope of meanings with respect to the university, there needs to be a massive retraining of higher educational personnel, preparing them to understand the populations and problems with which they must deal, to adapt content to the needs of those diverse populations and their fragmented expectations, and to acquire expertise as teachers and educators as well as developers, scientists, and scholars. There is basically only one criterion which we employ in the determination of the personnel whom we would admit to the fellowship. I think now it is imperative that we look at broader domains of expertise which are needed, if we are fully to meet the expectations and aspirations of all the clientele who are relating to us and to the overwhelming tasks which now confront us.

Third, we need to accept the need to make changes in our legitimations. What we legitimate is what we inevitably will be. What we have legitimated insofar as proper activities for faculty as well as for students and publics related to us has been too narrow and lacking in the depth and breadth which are essential if the university is to become a truly responsible beacon showing the way to a richer, fuller and happier existence for the populations we serve.

Fourth, there needs to be an acceptance within the university of a more meaningful public accountability for how we conduct our stewardship over this function. We have too frequently considered ourselves to be an end unto ourselves. And I think we must, in the future, accept that which has always been inherent within the structure of the university, that, in part, we are a servant to the purposes of the society we serve. But we are more than a servant. We are a source of resources to enable that society to accommodate to ever-changing conditions, to newer needs, to newer responsibilities. We are a critic of all that is unworthy of that society, and we maintain standards of probity, morality, integrity, and rationality, which are called for if we are to maintain a humane and civilized society.

The college and university in our countries today are at a peculiar crossroads. I have no doubt that they will survive regardless of which direction they choose to go. Some, I am confident, will make different choices, and that is not all bad. On the one hand, we can retain the position as defender of the academic tradition and survive in spite of the human, societal, and knowledge-building and utilization needs which surround us.

Some internal adjustments and improvements can be made which will not greatly change the nature of the enterprise or its consequences upon the broader society of which it is a part. If this happens on a broad scale, I suspect we will see new types of institutions which will arise, achieve prominence and support, and result in the restriction and narrowing of the functions and influence of higher education as we now know it.

On the other hand, we can opt both in the broader society as well as within our institutions to make the adaptations needed to extend our functions, to meet the needs of broader populations, to take leadership in applying knowledge and technology to the controversial issues and problems of our world. There is an unavoidable responsibility which accompanies the role of asserting our responsibility as a beacon of relevance to the cultural, the professional, the social and the economic problems which surround us. Many changes will have to take place, changes which will destroy some of the security, some of the pleasant characteristics which now enable the university to be a haven of refuge for the scholars in our midst. It is not easy to say farewell to the comfortable image of the ivy-covered cloistered ivory tower. However, to do so could, in my humble estimation, mean a new birth of vigor for all of the areas of responsibility we now incorporate, and even more.

"CAST ONE VOTE FOR THE BEACON"

by

Dr. Ernest Ras Rowe
Professor of Education
Idaho State University

"...The educational system provides the young person with a sense of what society expects of him in the way of performance. If it is lax in its demands, then he will believe that such are the expectations of his society. If much is expected of him, the chances are that he will expect much of himself. This is why it is important that a society create an atmosphere that encourages effort, striving, and vigorous performance."

John W. Gardner, from Self Renewal, 1963.

During the last decade and more, we have witnessed in higher education a massive surge to vocationalism which is unprecedented in degree. The last rush to specialization, in such overwhelming numbers of students, occurred in the late Middle Ages when young clerics raced through the arts curriculum in order to take degrees in civil and/or canon law, medicine, theology or the art of dictamen (essentially the craft of letter writing and composition). A concommitant feature of this movement has been the flight from substantive liberal or general education. Students have sought out the trifling and the trivial within the university curriculum and if ample offerings of the same were not available, faculty members and administrators were quick to introduce them. Curiously, members of boards of regents have remained relatively mute.

An ally of this academic pandering has been a pronounced, nationwide epidemic of grade inflation. Students quickly drop a class by the scores if an automatic A or B is not guaranteed. In my own university, the president recently remarked that 38 percent of the grades awarded this last semester were A's and B's. The ability to make the Dean's list has become so commonplace that many institutions are discontinuing the practice. Parenthetically, the reluctance by an instructor to inflate the grades awarded will probably result in his receiving devastating evaluations. Such appraisal may end with his or her not being reappointed to the faculty. The inability of students to write and to speak in a coherent and grammatically correct manner has reached alarming proportions. We now must provide classes, remedial and otherwise, focused for the "easy A" based on the premise that if we do not, another institution will "fly in" an instructor and make the "class in academic pablum" available for credit! Recently, it was reported that the Montana Board of Regents has taken the salutary action of refusing to recognize credits procured from these academic carpet-baggers. Under the Montana plan, all institutions must be accredited by one of the six regional associations in the United States. Would that other boards would take such forceful corrective action!

At the most recent National Conference of the American Association for Higher Education, held in Chicago, Nevitt Sanford, one of higher education's elder statesmen, observed, "The University has lost its standing as a moral force. Everyone understands that it has lost its life and meaning. It just does what anybody pays it to do." The ready availability of Federal monies spawned the syndrome of "grantsmanship" within the ranks of faculties and administrators. Perhaps no single pursuit did more to precipitate the flight from teaching and learning, from dialogue between scholar and student, which resulted in the unrest and the disruptions of so many institutions.

Another symptom of the campus as mirror of the society has been the predilection to employ the utmost reductionism in instruction. A pronounced example is the slavish adherence to technical models or the skill-oriented device of "competency-based education." Admittedly, if one is learning to be a carpenter, and most assuredly we require the services of able carpenters, technicians, and other artisans, then this approach is appropriate indeed. When one is, however, attempting to elicit creative writing from children or to introduce the learner to the profound insights of Plato, Augustine, Jung, or Tillich such a technique fails utterly. It is a fact, however, that colleges of education, schools of the health professions, even pharmacy, are embracing or being bludgeoned into endorsing the jargon and style of observable behavior, inputs, outputs, stimulus, response, reinforcement, and outcomes. Such approaches replace differentiation, aims, critical analysis, informed judgment, and wisdom--all in a frenzy to develop "marketable skills"! The late, eminent French philosopher, Jacques Maritain, wrote perceptively when he penned these words, "Education is not animal training; the education of man is a human awakening." If learning and teaching include performance-based instruction as <u>one</u> means to mastery, well and good, but to attempt to implement or insist that all academic endeavor be presented (in the schools of the professions or arts and science) utilizing the one model exclusively is totally absurd!

With respect to saleable skills and jobs, the distinguished scholar and co-editor of the great books of the western world, Dr. Mortimer J. Adler, has wisely stated, "...the least important of all the reasons for going to college and trying to get an education is that it will help one to earn a living...the most important reason is that it might help one to lead a better life than one might otherwise have been able to achieve."

The August 21 issue of <u>U.S. News and World Report</u> contains a timely article, "America's Adults: In Search of What?"[1] The writers note that adults of 21 and over account for 65.1 percent of the total population and that billions of dollars are spent on

their wants and needs. In the main, individuals of this group are not seeking job skills and professions, but the means to a wiser and more creative use of leisure time. Surely, Maude, The Jeffersons, and a further inundation of sports programs will not suffice! Additional applications of the mirroring of society will serve us ill indeed!

Stephen K. Bailey of the American Council on Education commented in an incisive article, "Needed Changes in Liberal Education":

> Of the half-million hours of conscious existence (for those living in the last half of the 20th century), fewer than 90,000 hours - less than one-fifth of the total - will be spent "on the job" ... even these proportions will pertain to only two-thirds or less of the adult population between eighteen and sixty-five. Eighty percent of the jobs in the United States can be manned by persons with a high school education and three weeks or less of training.[2]

What does the American public conclude about the education received by their children? The 10th annual Gallup Poll[3] published this month provides some answers. To be sure the reference in that poll focuses primarily on elementary and secondary education, but one suspects that some of the same appraisals appear in their analyses of our efforts in higher education. The number one concern is a desire for strict discipline. Three areas recommended for improving public education are better teachers, greater emphasis on basic education, and higher educational standards. Automatic promotion of students doing inadequate work is rejected by 68 percent of the populace.

It is my firm belief that these views apply to institutions of higher learning as well. Further, university faculty members who have exemplified vulgarity disguised as freedom, profaneness of speech, contempt for manners, and indifference or rejection of minimal dress and grooming standards, to say nothing of after hour liaisons with their students, have contributed mightily to the decline in public esteem for colleges and universities. Again, we perceive the mirroring effect. Far too many faculty members confuse their functions. Professors should be sensitive to the concerns and needs of their students, but they should not abandon their role or its responsibility. With regard to the subject they are teaching, there is an inequality that can only be removed by the process of serious, sustained intellectual endeavor. One does not elect himself or herself into the ranks of fellows in the academies of arts, sciences, and the learned professions!

One may ask is there nothing but intellectual despair on the academic horizon? From the point of increasing numbers of students, the population growth rate has declined sharply and the massive building programs and feverish procurement of faculty members are no more. Still, there are some encouraging signals. The Chronicle of Higher Education issues of March 6th and April 3rd of this year included reports of faculties' and administrative revisions. The Harvard faculty has opted for a core program requiring substantive course work in five areas: Literature and the Arts, History, Social and Philosophical Analysis, Science and Mathematics, and Foreign Languages and Cultures. Beginning with the 1979-80 school year, students at the University of California at Berkeley must satisfy requirements in the four areas of: English Reading and Composition, Quantative Reasoning, Foreign Languages, and Humanities, Social Science, and Natural Science. Suffice it to note that while a detailed commentary cannot be developed here with our limited time requirement, the California Provost, Roderic B. Park, stated that the changes were implemented to reverse "declines in standards and in the respect accorded to education by taxpayers, by students, and often by the teachers themselves." One would hope fervently that the various leaders and members of professional associations and schools would read and listen well.

And what of values within the area of higher education? In the 1976 Carnegie Council Survey of Undergraduates, 62 percent of the respondents noted that "formulating values and goals of my life" were essential goals of their education, and an additional 31 percent (for a total of 93 percent) listed those aims as "very important".[4] In the volume, Missions of the College Curriculum, published by the Carnegie Foundation for the Advancement of Teaching, the authors stated, "Both inside and outside of American Colleges, there is a growing concern that there may be limits to the justification of seeking truth without due regard to social and moral consequences." Perhaps the ascendency of the "amoral consultants" is at last in decline. One cannot demand freedom without concomitant responsibility for one's actions and statements. In a further emphasis, the Foundation Report commented:

> We also urge individual colleges and universities to adopt some basic principles that will be observed relative to the rights and responsibilities of faculty, students, administrators, staff, and trustees on their own campuses in matters involving the educational process and requirements of the search for truth.[5]

In essence, an institutional mission statement of clarity is sought. We in the institutions of higher learning must be assisted in this responsibility by students and regents as well. A laborious effort which is subsequently rejected by lay trustees

will only render the academic water murkier still. Communication, compromise, and mutual respect will form the linchpins of such an effort.

The Carnegie Foundation further challenges us as Faculty members, administrators, and regents to be concerned with what college-educated men and women must know in order to make a substantive and continuing contribution to progress and the improvement of our society. Among the basic requirements identified were:

1. Wise, effective leadership and an informed citizenry for our political well-being.

2. For our economic survival, able, imaginative men and women to chart our institutions, to manage our fiscal affairs, and head those facilities which produce our goods. Informed customers are sought as well.

3. For our cultural survival, the nurturing of creative talent, and the development of discriminating readers, viewers, and listeners.

4. A people who understand our dependence on human and natural resources, and upon one another.

5. For its moral and ethical integrity, the society requires example-setting exemplars, who as parents and teachers, are capable of transmitting the nation's ideals and heritages to future generations.[6]

Let us have done, therefore, with the mirror, which has left us in such disarray, quell the incessant litany of "behavioural outcomes", and self-serving quests for the grant, and so bear the lamp of learning to our scholars that at the conclusion of their formal instruction they will say, "We did this ourselves."

FOOTNOTES

1. "America's Adults: In Search of What?" U.S. News and World Report, August 21, 1978, pp. 56-59.

2. Bailey, Stephen K., "Needed Changes in Liberal Education," Educational Record, Summer, 1977, p. 256.

3. Gallup, George H., "Tenth Annual Gallup Poll," Phi Delta Kappan, September, 1978, pp. 33-46.

4. Carnegie Council for the Advancement of Teaching, Missions of the College Curriculum, San Francisco: Jossey-Bass, 1977, pp. 240-241.

5. Ibid, p. 244.

6. Ibid, p. 158-159.

CONFERENCE BANQUET ADDRESS

"MIRROR, MIRROR ON THE WALL"

by

Dr. Walter H. Worth
Dean, The Faculty of Education
The University of Alberta

Institutions of higher education mirror what we want to think we are as members of the academic community. But when we approach the mirror to ask, are we not the fairest one of all, it keeps replying in the most irritating fashion, that we are not. We are being told by students and citizens, the media and governments, that our primary interest is the enhancement of status and the perpetuation of ritual, rather than the provision of necessary new services and the inauguration of organizational and curricular changes. At best we are viewed as being frivolous; and at worst as being fraudulent. Indeed some of our patrons seem to have twisted Lord Acton's famous phrase to suggest that power tends to corrupt and academic power tends to corrupt academically.

Perhaps the mirror is not cracked or flawed. Perhaps we are not the fairest one of all. The illustrations serve to support the accuracy of the mirror's response.

RESEARCH

The first illustration speaks to significance and diligence of our pursuit of a new knowledge through performance of the research function. It is entitled "A Nutritional Source of Reading Disability" and is taken from the Journal of Irreproducable Results (1977).

Introduction

Reading is essentially an oral activity. All written language begins within a culture as oral communication. Anything spoken can be written and vice versa. In recent years there has been some public concern about an apparent decline in the reading ability of elementary and secondary school pupils. For example, tests given in 1975 to 4,200 17-year-olds across the nation revealed that 13 percent of the young people could be described as functionally illiterate. The cause of illiteracy has been attributed to many factors, such as television, bussing, teachers who can't read, dope, and other evils.

It is remarkable that few, if any, researchers have investigated a more obvious proximate cause of problems of oral and written communication --- diet. Metabolism of nutrients is an essential function of all living organisms. Translated into the typically crude public vernacular: "You are what you eat." Prepared breakfast cereals are eaten by many thousands of school children prior to their daily lessons. A cereal known as "Alpha-Bits," manufactured by General Foods

Corporation, is probably the most obviously related to reading. This breakfast food consists of an assortment of small (approximately 1 cm.) letters of the English alphabet.

Method and Results

In an effort to determine whether a balanced intellectual diet was being provided by this cereal, one box of Post Alpha-Bits was selected at random from the shelf of a Calgary supermarket. Each identifiable letter form was placed in a clear 120 ml. plastic drinking cup. A frequency count was then made of each letter and the results tabulated in Table I. Identifiable letter forms totalled 1782, with approximately one-sixth of the forms being unidentifiable. Inter-score reliability was 87.4% after all unidentifiable broken pieces were removed. The pattern of letter distribution deviated significantly (oc.05) from the frequency of letters used in modern English prose. The disproportionately high frequency of consonants, such as P, Q, and Y, and the comparable lack of vowels such as E and I would severely handicap any English composition created from such letters.

Because of the potential wide-ranging impact of this discovery, the present authors wrote to the General Foods Corporation and submitted their finding. In response, the company asserted: "There is no way to guarantee that each letter will be equally present due to the fact that a large mold (similar to a giant cookie cutter) is used with a hole for each letter." It is "impossible", the company wrote, "to keep a set of letters intact. At one point, for example, the cereal is dumped into a gigantic drum where it is puffed into its final shape." The correspondence was serious in tone but courteous. Enclosed was a coupon for the purchase of another box of Alpha-Bits.

Discussion

The question may be raised as to the adequacy of the sampling technique used in the present study (i.e., N=1). Although sorting approximately 2000 letter-forms in the one box of cereal was a hassle, the research project would have certainly been continued had not the company's reply been so discouraging. Presumably by increasing the number of boxes counted, the results would begin to approach an equal frequency for each letter. But this would not solve the problem. First, an equal distribution of all letters does not conform to their actual usage in the English language. Second, the obvious carelessness of the company as to how the letters are packaged might result in most of the vowels ending up on the West Coast, while most of the consonants end up on the East Coast (or even

TABLE 1

FREQUENCY COUNT OF ALPHA-BITS

A	B	C	D	E	F	G	H	I	J	K	L	M
230	208	43	166	18	69	3	24	22	61	10	70	7

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
3	56	131	137	98	8	41	10	42	7	40	115	9

TOTAL: 1728

UNIDENTIFIABLE: APPROX. 300

some worse place, like Chicago). To assure the minimum daily requirement of the necessary letters, children might have to be flown from one part of the country to the other. Thus the problem still remains.

Previous pilot work indicated that individual cans of Campbell's vegetable soup also contain letter frequencies nonisomorphic with the English language. Tentatively we hypothesize that a fairly adequate and balanced verbal diet can be obtained by mixing approximately 56 grams of Alpha-Bits with approximately 168 grams of Campbells vegetable soup (or similar equivalent proportions). Further research is needed to determine if reading scores can be raised by means which do not resort to this rather unsavory solution.

PROGRAM

The second illustration draws attention to the authenticity of our demands upon the public purse for program expansion.

Recently Grant MacEwan Community College was suggesting as a perfect Christmas present a college course gift certificate - payable by Chargex - and applicable to a vast array of continuing education course offerings. The advertisement came in the form of a catchy radio jingle with the melodic theme "come back to learning". This prompted William Thorsell of the Edmonton Journal to write an insightful little article entitled "The Great Training Robbery" - criticizing the ways institutions of higher education use strong market power to skim off their piece of the action. Fortunately, his key illustration applies to an institute of technology, for I would not want to cite a venerable institution like a university for such venality.

His illustrative argument went like this: "For many years, people interested in getting jobs as bartenders approached bar owners directly seeking employment. If hired, they were tutored on the job by veteran bartenders who knew every spirited combination, invariably including a "house special" of some sort. But here is a situation ripe for picking!

Let us speculate. An institute of technology looks around, discovers this unexploited nexus between bar owner and aspiring bartender and offers a course in mixology - the art or science of mixing alcoholic beverages. At first the course is little noted, but a few people enter it and graduate. Six weeks later, the bar owner is approached by a person waving a mixology certificate attesting to prowess in stirring drinks. Faced with a choice between the graduate and the "untrained worker," the

owner naturally chooses the graduate - other things being equal. Bingo: a market for mixology students is assured.

The spurned untrained worker approaches the institute, pays his fee, enrols in the course and graduates with his rabbit-skin. The more people like him that take the course, the more the course becomes a prerequisite for employment as bartender and the greater the institute's enrolment, the greater "student pressure" on the institution for greater space, more staff, higher standards, and the stronger the institution's case to government for expanded financial support.

This is a brilliant game. For post-secondary institutions face an almost unlimited field in which to insinuate themselves into the labor market. Simply by creating a course focussed on a certain job (the more specific the better), these institutions can create a strong demand for their own services. They can approach the public purse with a plausible case for more tax support."

The article concluded that "It is common for industries to seek expanding shares of the market, to ferret out new ways in which they can become essential in the lives of consumers, to phrase their expansive activities in terms of the public good. The education industry, already one of the largest in the country, may also be among the most successful. Motherhood is still a highly saleable commodity."

STANDARDS

The third illustration attests to the importance we attached to high and rigorous standards of achievement.

Among the dismal things about getting an education is the expectation that you will read books and grind out homework from the day you are first able to pick up a pencil, until the day you're finally allowed to pick up a diploma or degree. Worse yet, you are bullied into writing thousands of themes, book reports, term papers and exams as evidence that you really read all those books and did all that homework. But worst of all, most students plod through the years of drudgery without realizing that the whole ridiculous thing is avoidable. It should be obvious to anyone with an ounce of connivance in his soul that breezing through school, college or university without ever cracking a book is a cinch if one remembers two simple facts: (1) the first theme you wrote in second grade can be rewritten to fill every assignment you'll be saddled with later on, merely by adding some big words and twisting the subject matter around a little; and (2) teachers seldom read the trash

REWRITING YOUR WAY TO A PH.D.

17

Wilfred E.

2 A

My Sumer Vacashin

i spent ~~too~~ to weeks ALL Sumer at my granpa Efties on a farm in ~~Conzu Canz~~ CANZUS. I saw manny pigs their. Sum of the pigs saw me ~~too~~ two. WITH there tirk ~~leis~~ eyes. THE big pigs were verry big. sum LitLE pigs got born wiLe i was their. THEY were LitLer. MY granpa Effie gos out and feeds the pigs evrry day. i think that is WHAT MaiKs the pigs smeLL Like My granpa Effie evrry day.

Bill Eftie
General Science II

Special Work Project Report

As my special work project to get extra credit this summer I picked pigs as studying them is very scientific

To do my study I got out

Part 2 - Scientific Conclusions

Pigs are a branch of the hog family which although born small grow to be among our larger agricultural animals of probably 100 pounds or probably more This to their being fed drubbish

respect. Also the pigs and my grand father smell a lot alike which makes them alike in another respect which is another scientific conclusion I got from my special work project for extra credit Also they have very small eyes and stare at you

Bill j. Eftie
Remedal SoPhmore English
Mr. WAlgrebe - Period 7

"A TaLE OF TWO CITIES"

I founD this book to be 527 paGes long and as talked about in classS, a work oF great English literature even though most of it seems to be about FRance. It is well writt[illegible]

[illegible]ere the FrenCh country people of their day that staRted the FFéńCK French revolution by kiLLing all the city people) probably raiSed many pigs on their farmS. I think /Hé the book would have made more sense if the author had said this in THe first chapter because pigs smeLL and have to Fed every day which á could have mAde the rabble act like they did.

Unless the author wrotE about it in later chapters, the readeR w/ also wouLD not learn that pigs have very smaLL eyes and stare AT you when ~~IxIeaReadxouhixx~~ you stare at them.

INTRODUCTION TO PSYCHOLOGY

FINAL EXAMINATION

NAME Wilfred Ofsi

Discuss the role of childhood trauma in producing neurotic adult reactions to external stimuli.

Many case histories found in optional supplementary reading for this course prove that childhood trauma produce neurotic adult reactions to external stimuli. A classic example is that of Bertha M., discussed in a large book not available in our library. As a child Bertha M was never told that pigs are born small but grow larger and, in time, create an odor that can be transmitted to humans. Frightened by such external stimuli, she lapsed into childhood trauma, which soon worsened when she found that pigs also have small eyes and stare at people. In later life, this caused

THE ABSENCE OF RURAL FAUNA AS IT RELATES TO THE PROLIFERATION OF URBAN DELINQUENCY

A Thesis Submitted for the Degree of Master of Arts in Sociology by Wilfred J. Eftie, B.A.--1971

Viewed empirically, the sociological discipline has accorded scant notice to the absence of farm animals in such concentrated centers of population.

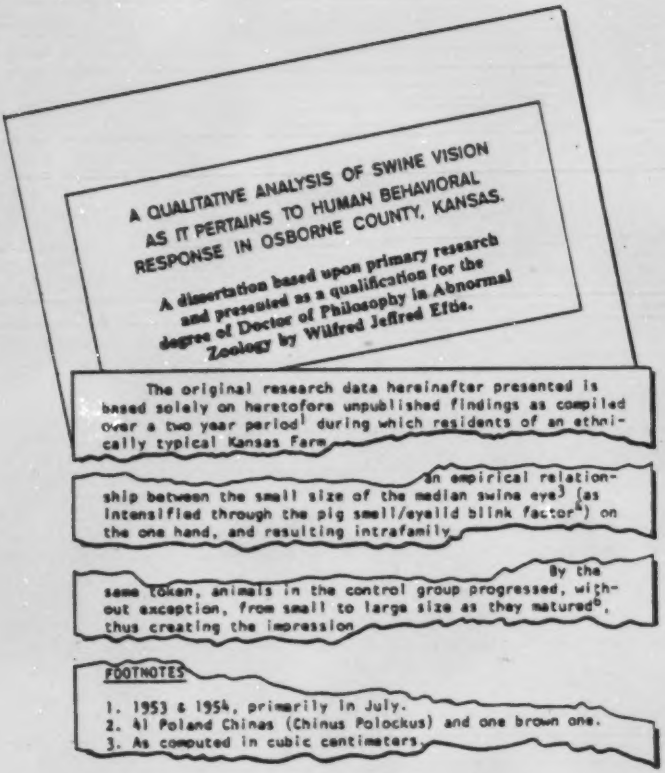
Indeed, a direct inverse mathematical correlation may be quickly established by the perceptive student through application of the simple formula

$$F = \frac{PSM^2}{H}$$

(Felonies equals the square root of People per Squre Mile divided by Hogs).

[illegible] the fact remains that pigs have very small eyes with which they stare at people. Furthermore, this staring practice is the apparent sole factor accountable for the crime rate differential between the Bronx and such traditional H.H.D. (High Hog Density) areas as Kansas.

Moreover, existing source material fails to mention that pigs are born small, but then grow to an ominously large size. Obviously, this phenomenon



A QUALITATIVE ANALYSIS OF SWINE VISION AS IT PERTAINS TO HUMAN BEHAVIORAL RESPONSE IN OSBORNE COUNTY, KANSAS.

A dissertation based upon primary research and presented as a qualification for the degree of Doctor of Philosophy in Abnormal Zoology by Wilfred Jeffred Effe.

The original research data hereinafter presented is based solely on heretofore unpublished findings as compiled over a two year period[1] during which residents of an ethnically typical Kansas farm

an empirical relationship between the small size of the median swine eye[3] (as intensified through the pig small/eyelid blink factor[4]) on the one hand, and resulting intrafamily

By the same token, animals in the control group progressed, without exception, from small to large size as they matured[5], thus creating the impression

FOOTNOTES

1. 1953 & 1954, primarily in July.
2. 41 Poland Chinas (Chinus Polockus) and one brown one.
3. As computed in cubic centimeters

turned in by students anyway. All that really counts is filling lots and lots of pages with words thus "proving" that you've emerged with a clear grasp of whatever it is you're supposed to be grasping. Let me demonstrate what an easy swindle it is to master.

REFORM

How can the reflection in the mirror be altered? If the past is any guide for the future, then it will likely come about as a result of external rather than internal initiation. That this has been so on the Canadian scene was documented in the March, 1978, issue of University Affairs by Ted Sheffield. As summarized in Table II, he notes the following relative influence of A -- academic institutions and associations, B -- bureaucracies of government and C -- commissions of inquiry on 22 major changes in higher education during the last 3 decades:

Obviously, reform in higher education has, is, and will continue to be, a very political and public activity. It seems appropriate to conclude, therefore, with a few suggestions about how colleges and universities might enhance their status in the political area.

First and foremost, a college or a university must not compromise its integrity. That is its most prized possession. Integrity sustains a college's claim to perform a development function in the community and a university's right to do research; and the entitlement of both to instruct. It is also the most potent of weapons against government or any other outside group or political force in case of controversy. Neither a university nor a college can afford to undermine the public's view of it as the objective searcher after truth.

Second, each institution must not lose its unique identity. Each is fitted for some things and not for others. It is some things and not others. It has contemporary competitors unknown a few years ago. Hence each college and university will have to work out a new mandate; but that is not to say its function will shrink. The services and program mix will simply be different. Selection of options will have to be made, but probably among more options. No institution can be all things to all people; therefore, it has to decide what things it wants to be to what people. The preservation of identity means choices but not a withdrawal from the world. It means commitment where it counts and where the need and the institution's competence can be fitted together. This leaves plenty of room for innovation. While institutional identity

TABLE II

	1950's (3)	1960's (10)	1970's (9)
A (INSTITUTIONS)	23%	21%	6%
B (GOVERNMENT)	47%	55%	26%
C (COMMISSIONS)	30%	24%	68%

must indeed be preserved, the admonition is not to retrench but to reassess, to establish certainty, clarity and manageability.

Third, a university and a college must not lose its critical capacity. It cannot become beholden. It cannot let itself be used. It cannot be an uncritical instrument for someone else's good. It can be a servant but not a slave. It can even become the agent of the government for particular, mutually agreeable purposes, but it should sacrifice none of its freedom of criticism in other relations by so doing. Obviously, an institution can be seduced by its sources of income, but this is again, within wide and crucial limits, a matter of remedy by determination and forceful assertion.

Fourth, an institution must not seek direct political power -- intellectual power, the power of knowledge, yes; but not legal power or the capacity to coerce. That is the instrument of those who govern. A college or university may influence, advise, consult, aid in policy making, serve as either agent or critic or government, and, above all, seek understanding; but when it seeks direct political power itself, it abandons its claim to immunity from partisan politics.

Fifth, a college or a university must not deny its accountability. It may be self-governing and possibly self-renewing, but it is self-deceiving if it denies that it owes its existence to society, with ultimate accountability to some representation of interests broader than the strictly academic. A college or a university, like the citizen, is not a completely free agent. It is suspended between freedom and control, through that accountability which suits its peculiar educational and social mission. Such accountability runs in large measure to the provincial/state government through its board of governors/trustees.

Finally, all of us in higher education when we look in the mirror must learn to overcome the temptation typified by one of Shakespeare's characters to say "were I anything else but what I am I would wish me only as I am".

"HIGHER EDUCATION: BARRIERS FOR THE BEACON AND MIRROR FACTORS"

by

Dr. John Eddy

Professor of Guidance and Counselling

Loyola University of Chicago

Chicago, Illinois

Since I agree that higher education is both a beacon and a mirror there is another way I would like to speak on the subject. Janus was one of the household deities in Roman mythology, the God of the Portals, of beginnings and endings. Roman artists depicted Janus as having two faces, one looking forward and one looking backward. In ancient Rome, Janus was found often on the door of the home facing both inward and outward. Like Janus, the institutions of higher education have one face that is forward as they possess resources for inventive research which can produce benefits for society that improve the quality of life so colleges can act as a change agent. This is a beacon factor. Again, like Janus the universities have one face facing backward as they have responsibility for preserving, recording, interpreting, and transmitting the human heritage that acts as a force for continuity in society (Armstrong, 1977).[1] This is a mirror factor. However, the problem today is that having two faces such as Janus and being a college with only two faces is too simple an analogy.

Therefore, in George Orwell's 1984, he not only warned of Big Brother regulating the lives of everyone but where language was corrupted so the 1984 rulers will tell you they are protecting your human rights to be their slaves. It is this kind of discerning education needed in our colleges in every age to tell the truth as it is -- a beacon typology. Most colleges are more like the modern novel and movie named, The Many Faces of Eve, a complex case. We continue in a value crisis whereby modern man seems to hold on to the miracle mania that physical technology in the form of more machines and medicines will solve our social and personal problems. Government funding and private foundation giving for higher education tends to support this philosophy while neglecting support for social technology needed for designing and managing a more livable environment that can prevent many of our ills as even primitives give paths for such models.

In a situation where in one room we have so many experts on and in higher education from North America, I feel like a university president who said, "I realize that expectations in such an assemblage tend to be high and the attendant risk of failing to meet expectations is, consequently, also high."[2] It reminds one of an Old Testament story that has been given a modern version. The story goes as follows:

> And God looked down on Moses, who was suffering with his people in Egypt and said: "Moses, there's some good news and some bad news. I'm going to devastate the land of your oppressors...And then I'm going to part the Red Sea to the Promised Land. That is the good news!" and Moses said: "Lord, that is wonderful! But what is the bad

news?" And the Lord God replied: "You, Moses must write the environmental impact statement."[3]

After all these thousands of years, the Egyptians and Jews of the Mideast still keep the world wondering and President Carter out of his favorite peanut patch in Georgia negotiating a peaceful settlement. In light of this problem, one wonders what is different in human behavior over these thousands of years.

"All things are in a constant state of flux" said Roman philosopher Heraclitus in 500 B.C. So, what is new? The old cliche, "Nothing, is permanent but change itself" is with us forevermore.

Higher education is being inhibited from being either a beacon or a mirror by many factors so change is difficult. However, one of the most difficult to cope with is that of governmental interference which in the U.S.A. is a problem we have too much of at this point in history. Dr. Morton S. Paratz, General Secretary of the American Association of University Professors, stated recently that the academic autonomy is being eroded and he went on to list four areas where this has been and still is occurring such as interference with the mode of teaching, interference with curricular offerings, interference with grading and related practices, and interference with hiring practices.[4] There is not time to get into detail in this single paper but the evidence is here that governmental interference on both the state and federal level in the United States is a very serious problem to our institutions of higher education. In all four of these areas, a common syndrome exists.

> More and more universities' scarce resoruces must be diverted from other activities to data collection, data-processing and data-analysis; creation and maintenance of cumbersome "audit trails;" preparation of numerous lengthy reports to public agencies; self-defense of rational decisions against often-groundless grievances and suits. And governmental officers flounder in their efforts to devise rules and "guidelines" that are at once workable, productive of desired outcomes, and worthy of the respect of all parties concerned. These sad results strike me as inadequate reward for the concurrent sacrifice of academic freedom that they entail...Are the humanistic disciplines to be limited to offering only "service" courses because governments decree that job opportunities for humanists are shrinking? And still another question: Is basic scientific research in college and universities to be virtually supplanted

by "Research Applied to National Needs"?...[5]

In both the United States and Canada, the slower growth of student enrollment is forcing institutions to raise their tuition. Many of our college students give our government the impression they make too much money to buy food stamps and not enough to buy postage stamps, that are so costly we don't even put the price on them anymore. According to The Chronicle of Higher Education of April 17, 1978 Canadian colleges will have to raise their tuition as much as 20 percent. Private higher education in Canada has been getting more government support and thus is ahead of the United States. In Canada, you have already experienced students in many provinces demonstrating over worsening financial conditions.[6] A few tuition demonstrations have also been happening in America including at my alma mater, Northwestern University. Again, with decreasing enrollment, is coming a referendum syndrome--a tax payers revolt with California's Proposition 13 leading the way so that last month a Canadian Tax Strike has also been initiated. The term "direct democracy" has been coined by your Minister of Justice in using the referendum to set aside, for example, capital punishment laws and other laws.

How do we in higher education maintain the excellence motiff in quality institutions with more students and less money while at the same time the government demands more paper work under the disguise of so called public accountability?

The title seen in some 19th Century books published in England of Sometimes Fellow at "X University" may be more appropriate now, for, unfortunately, more faculty seem to be sometime or no-time teachers due to cutbacks.

The question whether the traditional trinity aspects of higher education in research, teaching, and service can continue to deliver its high quality level while budgets are cut at some colleges at 6% and at the same time lose the annual inflation rate that may range from 7% to 9%. The philosophy of "small is beautiful" is good rhetoric for some but being small about teaching, research and service is a value crisis and one great giant step backward for humankind in delivering high quality elements to students and the larger society. How do we change the present system? It would be a beacon effect if we could abolish all organizational structures of departments and schools that prevented development to start over in our colleges and universities.

Again, it would be a mirror effect to reflect some of the finest models we have operating if so to use them constructively

in our colleges and universities. In this context, both the beacon and mirror approaches could help change our higher educational organizations. Of course, change for change's sake is not a logical or practical stance. The question is always what are we changing for and what are the values we seek to fulfill! Earlier this year, I had a good visit with one of Canada's leaders of higher education, Dr. J. Francis Leddy, President of the University of Windsor, Windsor, Ontario. Adjacent to The University of Windsor Campus is Ambassador Bridge which spans the Detroit River between the U.S. and Canada. This impressive bridge is a symbol of cooperation between our two great countries. Dr. Leddy had some rather realistic statements on the present and future status of higher education in North America. Dr. Leddy said:

> There are those who feel, as well, that the universities and colleges of North America have lost their way, uncertain of their fundamental aim and consequently attempted to catch up with theprocession, rather than leading it, as once was the case...After some years of swift expansion in the number of our institutions and in the total enrollment in them, we have reached a crest and are about to fall back to decreasing numbers, with that expectation for at least another thirty years. In the universities, our affairs grow steadily more complicated, with the certainty that underfunding and inflation combined will compel stringent economies, major staff reductions, and internal shifts in the curriculum, responsive to major variances in the preferences of undergraduates, and the dwindling opportunities for graduate students and specialists. To compound these problems, all institutions of higher education must be sensitive to changes in public opinion, immediately reflected in the attitudes of governments in that they have the continuing obligation to be concerned with the reasonable expectations of the society in which they find themselves.[7]

The remarks of Dr. Leddy speak to the tremendous problems facing institutions of higher education in North America. The U.S. National Center for Education Statistics predicts an unprecedented decline within the next decade based on the student growth rates of 1975 and 1976 in the U.S.A. Still, as tough as these appear to be, these problems are minor compared to the problems faced by institutions of higher education in developing nations or in war zones around the world. I shall never forget a United Nations Trip around the world that revealed this to me. This may be a small consolation but we are a sleeping giant in what our institutions of higher education

possess in terms of human talent to solve problems of society, to educate students for life long learning, to study the unknown areas of knowledge in the world, and to investigate the past contributions of humans on this planet. College should be a place where scholarship, spiritual life, social concern, and service for humanity is presented by word and deed. Dr. Leddy put it to me; we must be positive and be believers that we can do things in higher education. Problems need to be seen as possibilities to study and solve. For example, Canada is, in land mass, the second largest country in the world - next to the Soviet Union - so the potential for growth and development is even greater than the United States. Americans hate to admit it but the tallest building in the world is no longer in Chicago near the University where I work but in Toronto, Ontario. Enough of these comparisons but Americans need to be more humble about our Texas complex of the biggest and the best.

Andre Gide, the French novelist and Nobel prizewinner for literature was right when he wrote, "The wise man is he who constantly wonders afresh!" So, we who work in higher education need to think new ideas and try new practices. For a moment, those working in higher education need to remind themselves of their heritage. Getting at one's roots is a popular pastime in the States with the great acceptance of the book and television version of Roots. Historically, in both Canada and the U.S., three contrasting influences have shaped higher education.[8]

One is the English model of intellectual and moral nurturance of the elite that is epitomized in the Oxford tutorial system. The second is the Scottish model of advanced instruction in practical subjects for the general public. Third is the German model of scientific research conducted and preserved by specialists in research conclaves. Speaking of research to verify truth or falsehood, for example, research is needed to discover how correct is the British Institute's Conflict Report that the Russian KGB may be plotting with extremists to engineer Quebec's break with Canada and NATO? While we may be thankful for this historical tradition of triple backgrounds, we must not rest in the glory of the past. For example, how do we meet our national shortage of medical doctors in the U.S. when the supply today is limited by medical schools?

In March, 1977, I was invited to speak at the University of Monterrey, Monterrey, Mexico. While there, I discovered over 200 Americans studying in their medical school because they could not get admitted to the U.S. Again, the famous U.S. Supreme Court Bakke case, decided this past summer, is an example of the problem for here a student fought for six years in court after court all the way to the highest court of the land

in order to get accepted into medical school. The question is how can some of our professional and graduate schools handle more qualified native students who desire to attend them? We presently have two Canadian students from British Columbia with our Department.

In both Canada and the U.S., persons have also come to study in our institutions of higher education because they wanted to prepare themselves for careers which they could not prepare for in their native countries. We are still the hope for thousands of foreign students, refugees, and immigrants denied the education that we offer. Canada and the U.S. have offered a fourth contribution to the world of higher education--greater access to higher education. John Dewey once said, "We meet today with a record of things accomplished and a definite program of things yet to be undertaken with fears allayed and hopes confirmed." This is true of optimistic thinking for education. However, to describe all the functions of a multi-university in any sense of unity in our countries seems impossible. Perhaps, Dr. Clarke Kerr is right when he said, "A complex university has a commonality; the need for parking places." Sometimes in our colleges, in our attempts to be all things to all causes, we seem like the rider who got on his horse and rode off in all directions never getting anywhere at all. Perhaps, he came to the Calgary Stampede.

I agree with President Leddy when he said, "Let us be frank. If we are pessimistic about the future, in which we are involved, we have in effect, given up." Higher education has more than utilitarian value, for life long learning can keep our knowledge and skills in a developmental milieu giving us constant possibilities and opportunities for growth. Therefore, what are some considerations that institutions of higher education should be developing and redeveloping as strategies for higher education in North America?

First, we must not accept a simplistic view of higher education such as the Janus View mentioned in the beginning of this presentation. Education is more than an "open sesame" to the good life of television commercials. Higher education is more complex than having only two faces--fantasy or fact. Incidentally, the Janus View neglected the essential service motiff of higher education to mention but one missing important area. Moreover, I am not suggesting that an Octopus Philosophy of Higher Education be adopted.

Second, we must deal with the pressure of continuing of increasing governmental interference with more positive and proactive approaches. From the founding of Harvard College in 1636 to the present, all or practically all U.S. colleges and

universities have had to give voice or vote, and commonly both, to those outsiders who put up the money without which the institutions could not survive. So, perfect autonomy, without outside control, is an impossible goal in our nation. However, in the present legislation of the U.S. Congress is a bill to restrict contacts with Congressional representatives. This seems to be a way to limit democracy in our country and I am opposed to such control by lobby disclosure legislation. However, there are some things we can support and develop to decrease governmental interference or, at least, make it work for us and not so much against us. These are: (1) Develop more internships in government whereby our best academic staff members work in key governmental offices to help write and re-write the guidelines that higher education institutions have to operate under. (2) Support more higher educational professional organizations to move their offices to the capital of our countries and to develop programs to communicate directly with legislators and governmental personnel on items involving higher education. (3) Create teams of specialized higher education personnel who can go to testify at governmental hearings on higher education issues. (4) Endorse experts in higher education to write critiques of governmental policies and procedures to reduce the needless bureaucracy that has useless form filling and filing of forms. Canada already has the Office of Paper Burden to reduce paper forms and reports; this Office is also set to self-destruct in 18 months under sunset type legislation.

These four suggestions are not unique for I know of examples that could be cited where these are happening. In fact, some of us have also been involved in them.

Third, we must do more to obtain financial aid for needy minority students who desire to go to college, professional schools and graduate schools. Nearly every week, I receive letters from private organizations in the U.S. who are trying to raise money for minority scholarships. The personal stories of these needy persons are emotionally draining and depressing - if you are a sensitive soul. Having worked hard to receive higher education funding for minority students, I have also discovered that government grants have priorities more for the science professions than for the helping professions. Again, there seems to be a built-in bias against government funding of certain areas of higher education such as student affairs preparation programs. The minority principle would state that if higher education institutions hire more minority persons in their student affairs area - especially the admissions area - the possibility for more minority students to be attracted to colleges and universities increases. Then, the proof of the minority principle has already been discovered as institution

after institution finds that this principle does work. I would hope that more institutions would be beacons by using the principle.

Yesterday, a World Buddism Conference ended on this campus by mentioning the role of religion in teaching human values. It is true that most students usually come to college to receive an education to make a living (a mirror type effect), the faculty should be models by their own lives and teachings to help the students help themselves in how to make a life that is worth living (a beacon type effect). If faculty fail to raise questions of whom am I? Why am I here? Where am I going? - be it a faculty in the science, liberal arts, professions, or whatever - a true education has not occurred.

Fourth, we must, in higher education, place a greater priority on education that supports values such as justice, liberty, equality of opportunity, the worth and dignity of the individual, brotherhood and sisterhood, individual responsibility, and peace education for planetary survival.[9] We need to avoid a "technological fix" syndrome to all problems, personal and social. We must educate for the goodness of humanity. That is a values situation beyond gadgetry as a modern messiah. Of course, we can not blame education for all the social ills of our nations but reading and knowledge about it is not enough. How successful is a country's educational system when drinking drivers are responsible for 800,000 auto crashes and the deaths of over 26,000 - and when over 100,000 die of smoking-induced cancer? That happens every year in the U.S.A. It is a matter of the values we have. Let us be more specific in what it means here in terms of good values education. In this year 1978, the nations of the earth will spend over $400 billion for military arms.[10] As H. G. Wells put it, "Human history becomes more of a race between education and catastrophe." Our military and political leaders and arms makers are misusing their positions of power to prepare for war. History tells us this approach is to eventually go to war. Higher education personnel should know better but we do little to educate for peace or about the dangers of war.[11] Therefore, we also have ourselves to blame for the lack of support to stop the building of arms world-wide. Plato wrote, "If you ask what is the good of education, the answer is easy - that education makes good men, and that good men act nobly." I would also add women in this sentence to improve on Plato. Building arms is not acting nobly, and this is a values crisis.

In the world, the Canadian Peace Research Institute has been a leader in peace education. Canada's example is better than the U.S.A., proportionately, on arms reduction. We need to see

sacrifices from our colleges in these hard years. We need to have the spirit of a college teacher in Appalachia who used to say to his guests before they went to sleep in his humble house in the mountains, "Just yell if you need something - we will tell you how to get along without it." "Small is beautiful" needs also to be seen as a good value to hold.

Fifth, one of the most significant U.S. contributions to world-wide higher education has been the public community college. The first institution was founded in 1901 as Joliet Junior College in Joliet, Illinois, not far from my home in Evanston.

Many U.S. public community colleges have been agents for innovation and change as they have made egalitarian contributions towards universal higher education. In an attempt to overcome traditional elitism, community colleges are also "dancing for the dollar" and some in Illinois are finding the hottest financial gimmick is offering disco dance classes, like football of old, to support other academic and extracurricular programs. We may well question income sources but what is okay? Let me illustrate how some Chicago area public and private vocational-technical community two year colleges have given students opportunities to prove themselves so they can go on in higher education to make greater contributions in society. The most vivid example of practicing this egalitarian approach comes from accepting, in the Chicago area, thousands of Indo-Chinese refugees in various programs to prepare them for more higher education and better jobs. For the past three years, I have worked with the resettlement and adjustment of over a thousand Indo-Chinese refugees from America's longest and most controversial war. Paradoxically, Vietnam is at war with China and Cambodia - allies only two years ago. This has been a difficult and challenging task to help these refugees in career and life support counselling and to help them through cultural shock situations in the Chicago inner city. Yet, again and again, personnel from the public and private two year colleges have worked together with social agencies, businesses, industries, and community organizations to aid refugees. Project AID (Assistance to Indo-Chinese Development)[12] has played a chief role in this total community support program among the colleges, agencies and businesses. However, public community colleges as comprehensive as their curricula and as extensive as their facilities, are not enough. As these refugees attend even our best community colleges, story after story comes back of the need for more personnel in these institutions concerned for special need persons. How we need to train and re-train personnel in higher education to care for others. This is part of the needed and necessary value education that I just mentioned that should be in our internal

and in-service education programs. Higher education needs not only competent persons in the cognitive domain but the affective domain, as Dr. Benjamin Bloom classifies it.

The U.S. can learn from Canada in the serious battle of inflation. Canada has indexed its system since January, 1974 so that government spending is slowed and to provide a strong incentive to fight inflation and promote economic growth. The U.S. needs this too. From Dr. Leddy, I learned that after making allowance for the difference in population between Canada and the U.S., that higher education enrollment in the U.S. is about three times higher than it is in Canada. Therefore, to my Canadian colleagues here present, I would only suggest that developing your public community colleges might well be the way to increase your college enrollments thereby making equal opportunity among persons a greater possibility in employment as well as make education available for a greater personal self-actualization. We need to match teachers and learners better in order to improve learning opportunities which is what the better community colleges are trying to do today.

Sixth, we need to study, as higher education personnel, ways to humanize our institutions. Colleges should be leaders in value education that allows for student development such as the University of Minnesota did in 1947 when it created the first position for religious coordination at a public university. The College Student Personnel Movement in the U.S. started helping professionals within our colleges and universities with this humanistic approach in the late 1880's to, as Dr. E.G. Williamson has said, "keep the students quiet." From America, this movement has spread world-wide but not to the same extent as specialization of services nor student development activities. Canadian colleges have developed this area second only to the United States. Dr. Terry O'Banion, Director of the League for Innovation for the Community College, has described this important area of higher education recently:

> There will be two major roles for student affairs people in the future. One is the maintenance of the process of helping students move in and move out of the institution. It'll always belong to student personnel - Admissions, Records, Financial Aid, Placement - all of the service aspects. No adademic person is ever going to touch that so that'll be a function that we'll maintain forever more. Even if service people report to academics, they will still belong to the student personnel profession and not to academe. I hope we will get more skilled at it, and do it more humanely. The second role is what I call human development education. That's our teaching

area, our curriculum, our skills, our discipline, and our purpose. In the early 70s, we did some really nice things. We got students in touch with their values, helped them explore alternative life-styles, and helped make them aware of their potential ... That's where I see us contributing the most in the past 20 years and hopefully in the next 20. The humanistic psychology movement and the encounter group movement - those two things alone have made so much difference in helping us become a profession. You can train a person to type, to counsel, to manage, to lead group therapy. But if you don't have a baseline personality and certain values, then I don't think you are worth it in student personnel. So I don't think I'd talk much about skills. I would engage you in a discussion of your values...I'd ask very quickly what your value base is in terms of the kinds of people you're willing to work with, the kind of energy you have, your flexibility. I'd want to know if you are bright ... If you're not bright and don't have some humane values and energy and guts, then why don't you open a restaurant instead.[13]

Some good questions for higher education research and for policy decision making for the next five to twenty-two years, are the following which I will not deal with but will raise for inquiry purposes:

(1) What implications does national policy have for curriculum planning in the 1980's?

(2) What should be the role of colleges in career education in the next decade?

(3) What is the role of various students in ethnic dominated colleges and universities?

(4) What are the curriculum needs of the continuing education student to the year 2000?

(5) How can or should we change traditional curriculum patterns without firing instructors in the years ahead?

(6) Can and should the humanities be integrated into the professions?

(7) Should developmental education be a part of secondary or postsecondary education?

(8) Is the concept of general education valid?

(9) How can needs of minority students best be served?

(10) What should be the role of the academic administrator in curriculum evaluation and coordination?

(11) What are some creative and innovative approaches in faculties of education to meet the crisis of declining enrollments?

(12) How can higher education get more energy efficient approaches and financial support to the 21st Century?

While in Banff this week, I visited the World Energy Conference being attended by delegates from over 80 nations of the world. In the same hotel, was the meeting of the Portland Cement leaders. I could not resist the pun of having our heads in concrete on energy problems. A report prepared over the past three years by the Conservation Commission of the World Energy Conference warns of the need to conserve our dwindling natural oil and gas supplies and develop our other energy sources. In this context, it is time that higher education institutions be a beacon for research and models on energy problems. Too long, we have let others do what we can do best.

Higher education institutions in North America should support a solar and wind campaign to have every new building built as solar and wind efficient to save depleting fossil fuels and rising energy costs. Colleges with engineering and/or science students and faculties should be taking greater leadership in solar development using their own campus buildings for models. A year ago, I spoke at St. Joseph High School near Chicago, where staff and students for $100 and old tin cans built a solar unit that produces 50% of the heat for a room in that school in Illinois. A few blocks from my home, we have completed a solar and wind energy community building as a model.

Conclusion

In this address, I have failed to answer fully a charge of Dr. Marshall McLuhan, of the University of Toronto, who said recently "Educators are handling students who are 2,400 years out of phase with the educational system." I find it hard to deal essentially or aesthetically with one year let alone 2,400 as does Dr. McLuhan. It is difficult to conclude this message because the topic of higher education is in itself so difficult to cover in any time frame. However, as Robert Browning has said, "The secret of losing everyone as a listener is to tell everything." If there had been more time, I would

have dealt with continuing education which gives modern man a margin in tomorrow's world.

In this presentation, I also pointed to possibilities for removing barriers that can stop us from developing as persons and as institutions in society. Higher education also needs to broaden its base in both philosophy and practice.

I thank the officials of the 40th Annual Meeting of the Pacific Northwest Conference on Higher Education for the privilege of sharing a few of my thoughts on so great a subject. There is one more suggestion that could well be used by all higher education institutions to be accountable to make changes. Each year Father Theodore M. Hesburgh, President of the University of Notre Dame, submits his resignation to his Board of Trustees as a way for them to evaluate his effectiveness as a university administrator. This is a creative and courageous example for all higher education personnel to follow. Perhaps, more of the beacon and mirror factors, used as a theme in this Conference, might shine or reflect through - if we had this spirit of staff serving in higher education.

It would always be my wish and hope that the colleges and universities of Canada and the United States would continue to lead the way around the world in the preservation and enhancement of basic human values, in the maintenance of a democratic society in the forwarding of creative ideas and practices, and in the service of each generation. Long live our colleges and universities in North America! God save us all from our lightless beacons and broken mirrors.

BIBLIOGRAPHY

1. Armstrong, Warren B. "The University and the Community: A Janus View". Proceedings of the Fourth Annual Conference on Higher Education. Public Accountability to Higher Education: Lubbock, Texas: Texas Tech University, 1977.

2. Ibid.

3. Ibid.

4. Paratz, Morton S. "Governmental Interference with College and University Autonomy. Proceedings of the Fourth Annual Conference on Higher Education: Public Accountability to Higher Education: Lubbick, Texas: Texas Tech University, 1977.

5. Ibid.

6. _____ "Budget Increases Are Smaller at Canada's Universities." The Chronicle of Higher Education. April 17, 1978, p. 11.

7. Leddy, J. Francis. "Higher Education to the Year 2000: Cross-currents and Ebb Tide?" Chicago: Association for Study of Higher Education Annual Conference, 1978.

8. Light, Donald, J. "Thinking About Faculty." Daedalus 103 (4): 258-264; Fall, 1974.

9. McBee, Mary Louise. "Higher Education: Its Responsibility for Moral Development." Phi Kappa Phi Journal, Spring, 1978.

10. Eddy, John "Why Educators Should Be Concerned About Arms Spending." Peace Progress, 1978.

11. Eddy, John. College Student Personnel, Development, Administration, and Counselling, Washington, D.C.: Unviersity Press of America, 1978.

12. Ibid.

13. O'Banion Terry. "Issues in Higher Education". NASPA Field Report, Vol. 11, No. 2, Spring, 1978, pp. 1-5.

LUNCHEON ADDRESS

"HIGHER EDUCATION -- BEACON OR MIRROR: A RESPONSE FROM THE PUBLIC EDUCATION SECTOR"

by

Dr. R.J. Leskiw

Superintendent, Educational Personnel

Ministry of Education

Province of British Columbia

Coming in towards the end of the program, I feel a little like the late arrival at a swinging party. Joining may contribute very little at this stage while holding aloof may introduce a sobriety that inhibits the enjoyment by others.

It is possible to support strongly the view that recent years have witnessed both the growth and the relative dimunuition of some disruptive forces in Canadian and North American societies. These forces have either gained or lost prominence during the past ten years, but whether at their zenith or in the aftermath have influenced education -- both public and higher -- in major ways. Brief reference to some of these forces is pertinent to the topic of this paper. First of all, it is doubtful whether one individual or even a representative panel of individuals can adequately describe or delimit the perceptions of so broad and divisive a sector of society as the public education community. One can only convey impressions as these have come to him. Then, too, when one is challenged to describe the expectations of so complex and ambiguous a field as higher education, the meaning of double or triple jeopardy is driven home with dramatic impact.

Numerous statements are on record describing the major social forces at work, particularly during the past decade, in changing the context of education locally, regionally, nationally, and internationally. In Canada the Royal Commission is frequently resorted to as a strategy of inquiry -- each province has had one or more in the past 15 - 20 years studying education. In each case, a Commission has identified some factors which likely affect education differently in Canada than the United States, while at the same time pointing to common factors influencing education in Western Society.

The factors unique to Canada are mostly in the historic, political, geographic, and economic sectors. The longer colonial period, the bilingual base for confederation, and the retention of the parliamentary system of government; the exclusion of the Federal Government from direct responsibility in education; the large expanse of space with a small population and its concomitant problems of transportation and communication, and the close proximity of Canada to the United States with the subsequent dependence of its economy on that in the United States -- are all features which have a continuing impact on Canadians. When one looks at the social forces, not just in North America, but in Western civilization and even beyond, an overall pattern clearly emerges. Heilbroner[1] lists rampant scientific and technological development, extension of opportunities to the under-privileged, and increasing social control over private economic life as the three main currents from which influential

forces have emerged in the United States and, by implication, elsewhere.

Botstein[2] reviews Reisman's 1958 classic The Lonely Crowd and Sennett's 1978 book, The Fall of Public Man. Indifference to politics, the retreat to engrossment in personal matters, the pre-occupation with "now" rather than with "yesterday" and "tomorrow" -- the dominance of intimacy, personal sensitivity, and therapeutic activities -- have taken over from social and political interests and issues. Sennett continues the rather gloomy picture.

"Intimacy has gone public and self-exploration reigns supreme in a society indifferent to the common good, the future of a fellow citizen's destiny, right or wrong, beauty or ugliness. In such a world, individuals become ... emptied of traditional culture, history, ethics, art, philosophy, and politics."

Botstein claims that television "has accelerated the shift to Sennett's non-politics by bestowing ... a false freedom ... which permits (one) to isolate himself in freedom's name; to drink beer without getting involved while Shakespeare plays on educational television; to respond without consequence or shut out without reprimand the grim social and political events of the six o'clock news. He does this all alone, isolated in his own private space (as) he sits ... (seeing) how free he can be." Sennett further reflects on our badly-shaken faith in technology -- on energy crises, on serious conservation and environmental problems, computer manipulation, unease about genetics research, etc., and the general acceptance of the limits of growth and the destructive implications of so-called progress.

Inkeles[3] has added the consumption ethic as characterizing modern living with the checking account, the instalment loan and the credit card replacing the savings account and frugality in general. North Americans have learned "how to buy goods they don't need with money they don't have." The erosion of political confidence and the sense that people have lost control of the political system comes through in many writings which were examined.

The consumptive ethic has had its direct counterpart in education with the adoption of thinking in terms of production and consumption and the insistence on program and financial accountability.

The debates about the faults of the schools or of education as a whole are taking place in this context of cultural drift and social insensitivity. Superimposed upon this context has been a shift in economic fortunes of individual and nation alike.

Whatever the motivation, a large percentage of individuals are expressing alarm at the increased costs of public services, including education, and the pressure for accountability -- both financial and program -- has been markedly intensified. Value for the money comes from eliminating personal expression, experimentation, frill subjects, free choice, and in the return to the so-called basics. Educational systems are in a quandry in formulating new programs as to how to inspire interest in the substance of basic skills -- or the liberal arts -- without repeating an earlier cycle or invoking a mythical past. How accountability, loss of confidence in some institutions, de-personalization, cultural indifference all tie together may be interesting to explore -- but on some other occasion. The important point is that public and higher education must effect a response -- whether the response serves as a beacon or as a mirror or whether it implies complete withdrawal. Paul Wolff[4] has presented four models of the university:

1. The university as a sanctuary of scholarship
2. The university as a training camp for the professions
3. The university as a social service station
4. The university as an assemblyline for establishment man

In describing these models, Wolff has categorized the responses which might be made by the university. Much of what might be said about these models was dealt with in a very scholarly manner yesterday by Dr. Goldhammer. Yet because the next sections of this paper deal with the similarities in roles and the concluding section deals with an enumeration of the public school's expectations of higher education, one further reference to Wolff's writing is important. Wolff refers to three different views of what undergraduate education ought to be.

1. An extension of the high school -- more material, higher level of achievement, more independence, etc. but basically four more years of the same.

2. The opening stage of professional training -- since so much of the high school curriculum is basically academic, time and money can be saved for the school-burdened student by integrating professional and undergraduate studies.

3. Between high school and graduate school ought to occur an intellectual, cultural, and emotional experience which is neither a mere continuation of what went on before nor a mere foretaste of what is to follow. In short, a transitional period when the young person decides who he is and who he is going to be the rest of his life.

Wolff dismisses the first two views -- as he does the last three models of the university, cited in the preceding paragraph.

At this point, brief reference to a number of specific issues is helpful to describe how these affect public schools, colleges, and universities.

1. First is the recurring and troublesome theme of relevance. Mr. Elhard referred to its impact on the school curriculum. The pressure from students for studies that have immediate and direct meaning and application, pressure from parents and students alike for vocation-related studies, and pressure from a variety of groups for studies of direct benefit to the community and to society -- who in this audience has not been exhorted to influence education in this direction.

The speaker's current position involves, in part, responsibility for in-service education of administrators and teachers. Almost without exception, the demand for in-service education projects that are of immediate use or applicability in the classroom or the school. It has been stated often that a number of the ills which have befallen schools, colleges, and universities can be attributed to an overzealous response to demands for relevance. It is possible, of course, that some benefits resulted from this concern for relevance. The individual student and his/her personal growth came to be acknowledged and even respected.

2. The second issue, implemented in the first, is that of environmental vulnerability of many public institutions, educational institutions in particular. Universities and community colleges have become more vulnerable to public scrutiny, especially since the competition for scarce financial resources has become so intense. It is not easy to remain impervious to requests from industry, from government, or from sectors of society. Witness the growth of a variety of institutes, agencies, and organizations -- many of which were formed as a result of unmet needs. Whether it is education, social work, science, agriculture, or technology -- if needs remain unfulfilled the private and public sector will form -- and fund -- new institutions to perform the required work. Public schools, incidentally, were "captured" by the environment almost in total many years ago. The norms, work definitions, and values are rarely those of internal forces despite frequent criticism about the domination of public education by professionals.

3. It is but a short digression to list the third easily observable development affecting all educational institutions -- the increased presence of government agencies and of government

directly, in all phases of educational decision-making.

The Education Commission of the States[5] has put the case clearly. "The public, through the state, has a major concern and responsibility for post-secondary education, including its availability, forms, quality and efficiency ... the states have progressively exercised this responsibility by providing ... increased funds and by attempting to develop more effective means of assuring that their public institutions meet ... public educational interests and needs."

The public schools have operated within a framework of direct government responsibility for many years, but still government direction is curricular, personnel, and financial matters is increasing. Learning assessment programs core curricula, financial accountability procedures are specific examples. The Colleges Act in British Columbia is a firm example of recent government action affecting the Community Colleges.

Higher education has generally met the needs of society in the sense that each institution has been permitted

- to decide how large it will grow
- to decide the quality of the students it will admit
- to set the requirements it will establish for graduation
- to decide which programs of study it will offer.

Often community demands or concerns have been addressed belatedly, leading to continuing pressure from local, regional, state/provincial, and national levels.

The move towards voluntary accreditation in the United States has been viewed at various times as an attempt at self-protection by institutions. Just as Gresham's law of economics states that bad coins drive away good coinage, so bad degrees and inferior programs will undermine the value of good degrees and good programs. However, accreditation, as seen from this side of the border, has presented a few too many problems for immediate adoption, even though provincial departments have seriously flirted with the idea from time to time. Apparently the imposition of a stolid government bureaucracy on the extensive university bureaucracy described yesterday has been too much for even the most avid supporters of accreditation and so the matter rests.

4. It would be unnatural for an educational address to make no reference to the fourth condition -- the return to the basics and to general liberal education. As Baum[6] states it, the watchword for the (late) seventies is "proficiency" and everyone

seems to blame someone for its decline. But agreement on what the basics are or how to best deal with them cannot be reached at either the public or higher education level -- and the debate goes on. Public school officials, being the recipients of most criticism, accuse universities of two unimaginative solutions to the problem of declining achievement -- shifting blame and raising admission standards.

Articulation between high schools and universities, between high schools and community colleges, and between colleges and universities created innumerable difficulties for students -- and for institutions. Wilbur and Chapman[7] have expressed the frustration of school principals by comparing the attitude of some universities to that of a medical doctor who imposes "an expensive, complicated, and uncomfortable series of medical tests on a patient because he does not have the results of earlier tests administered elsewhere, does not trust the earlier tests, does not believe the patient has already passed them, and has no concern if the patient doesn't take the test and drops out."

There are, however, many excellent examples of collaboration. In British Columbia there are currently, though on trial, series or tiers of courses in a vocational field being developed whereby several tiers, let's say in forestry or medical stenography, are being planned for the high school and the remaining tiers for the community college. The high school student continues with most of his general education studies and may still qualify on graduation from high school for admission to university or for attendance at a college.

5. There are other issues but the fifth and last one which I want to mention is accountability. It has come up frequently during this conference -- and rightly so, because it is a significant determinant of the type of institutional response likely to be made under current environmental conditions.

James[8] has identified four general models used in decisions about the efficiency of schools.

1. The investment model, in which the educational expenditures are analyzed in terms of their benefits to the economy. Economists such as Schultz, Vaisey, Becker, Benson etc. have written widely on the subject, leading to a new course in graduate schools, "The Economics of Education". Numerous studies have been conducted to identify the payoff of education to individuals. One of the longitudinal studies was conducted by Institute of Social Research at Ann Arbor.[9]

2. The production model in which the school is the factory, the expenditure is the input, and a learning gain (?) is the output.

3. The motivation research model which attempts to identify unexpressed needs, develop a program for satisfying needs, and launch a campaign to arouse a public demand for the program (or for its graduates).

4. The systems model in which the school is seen as an operational system and the steps of the system are analyzed individually and collectively in terms of efficiency through a number of mathematical procedures.

James goes on to illustrate the significant influence which all four of these models have on determining the aims of education and the means by which the aims are met.

You may well be asking now, what all this information has to do with the theme! Sad to say, it has everything to do with it, for it becomes more difficult not to reflect the aspirations and expectations of groups, agencies, and society in general as one discusses the theme.

In turning to the last section of this paper, dealing with expectations held for higher education, one must mention that these comments apply more particularly to universities than they do colleges.

Corson[10] explains why society turns to universities for solutions to its many problems and incidentally, in so doing why it has tainted the Simon pure image of universities as communities of learning.

1. Universities provide unique institutional strengths -- staff, facilities, prestige, and climate within.

2. Universities have acquired a substantial monopoly of the kind of human talent required for dealing with problems of society.

3. Universities nurture a discipline of objectivity, freer from domination by conformity.

4. Universities are more totally committed to the search for new knowledge.

First and foremost among the expectations of the public education sector is the call for rationality and integrity in the approach to problems. If we take the so-called decline in

educational achievement as an example, a rational approach implies a critical analysis of causal factors, the specific nature of the problems, identification of critical areas requiring attention, and possible alternatives for action. From all that has been said, it should be apparent that the causes of the decline are extremely complex: yet the emotional comments emanating from some academic departments leave the impression that easy and immediate solutions can be implemented in schools. One could easily clip a dozen or more articles appearing in daily newspapers or magazines distributed in a region within the past several months blaming public schools for poor reading or writing achievement of its graduates, the inability of students to compute or add, or the looseness of conceptual knowledge in general. Doubtless public schools share some of the blame. But let us recall that 5-10 years ago, schools were pressured into discarding irrelevant courses such as the core, liberalizing, traditional ones which now are found lacking; that standardized curriculum requirements represented a plot of the establishment; that administrators and teachers with high academic expectations were ignored or even ridiculed; and that thepublic school itself as an institution was in line for discarding.

In short, with university involvement must come systematic and disciplined inquiry. Universities cannot escape and should not be allowed to abdicate responsibility for leadership in both the methodology and the actual practice of inquiry, whether in developmental activities, developmental research or, naturally, in basic research. In the matter of a rational, systematic, and disciplined approach, universities must be a beacon.

Secondly, with the responsibility for pursuing inquiry, the responsibility for continued effort in developmental research, while not necessarily an outcome of the inquiry process is at least complementary. There is a critical need in public education to devise strategies for the application to teaching and to learning of the almost unlimited knowledge that has come to education from the disciplines or from basic educational research -- in other words for developmental or applied research where the researcher looks to the school system for affirmation that his work is sound, reasonable, and contributory to the advance of knowledge.[11]

The national Field Task Force on the Improvement and Reform of American Education[12] has listed twenty impediments to the full access to educational opportunity. The first one reads as follows "Preoccupation by many educators and a sizeable part of the general public with the maintenance and/or expansion of present educational activities, with inadequate attention to qualitative consideration." It stems, therefore, from this

statement, that the stimulus for expansion of the qualitative features must come from external sources.

To the extent that the developmental researcher takes his cue from the school system, that his credibility may predetermine the success or failure of his effort, and that the applicability of his work is the final test of his success he mirrors the requirements and expectations of the public education sector.

Thirdly, is the need to elevate the importance of teaching -- not just teaching within higher education institutions but as a career in the public schools, because there is a distinct relationship. To the books Why Johnny Can't read and Why Johnny Can't Add, Morris Kline has added Why the Professor Can't Teach.[13] It is not a book that will find much favor in academic circles for it does overemphasize a continuing theme -- that the professor can't teach because of the overwhelming priority given to research among faculty and administrators.

Kline takes much time to examine the relationship between good research and good teaching -- and concludes that any claim of a positive relationship is falacious. He blames overemphasis on research for the poor quality of undergraduate education. To him "publish or perish" is not a threat primarily to professors because the real meaning becomes "publish -- and perish the students". He questions the suitability of basic researchers for teaching undergraduates, claiming that their presence in classrooms is perfect for killing any enthusiasm for learning because the researcher is unprepared -- and unwilling -- to teach wanting, rather, to be elsewhere. Finally the need to publish, in his view, discourages work on important problems, on scholarship, and on concerns for placing new findings in a broader context.

Well, as has been said, Kline has won few friends among traditional academics -- and perhaps he should not because of a number of his premises and for the examples he cites. Yet clearly the continued and persistent advocacy of research for and by all faculty members is unrealistic in Clark Kerr's multiuniversity, whether it contains 4000 or 40,000 students. We are reminded that possibly 90% of really meaningful basic research (however that may be defined) comes from possibly 20 institutions and could involve no more than 5% of the faculty. This leads to the fourth contention:

That universities, through internal management arrangements, must move towards much more effective utilization of staff, where scholarship is a basic requirement for all who choose to work within university confines, but where teaching, research, and service are all accorded recognition and status on the basis

of the individual's ability and expertise. Reference to this fourth factor was made yesterday so further discussion would be repetitive.

One cannot place this fourth factor in either the "beacon" or "mirror" category. In that it presents the need for reform in staff utilization, it mirrors the needs of both the university and public education. Yet there is the need for bold action of the type that is illustrative of other leadership behaviour.

There were a number of other concerns which illustrate service needs of public education.

- the need for more effective leadership development programs.

- the importance of a partnership between academic disciplines and public school departments -- and curriculum developers.

- the need for the teaching profession and Faculties of Education to view Faculties as the training arm of the profession.

- the importance of reflecting on a number of aspects which led to or were outcomes of the recent upheavals in education, specifically the personalization and individualization of teaching so that the student is important.

In closing, I want to thank Dr. Friesen for his invitation enabling me to be with you today. I have the feeling that this assignment may have been of much more interest and value to me than to some of you for it gave me, yet again, the opportunity to reflect on some of the critical issues which face educators and those directly affected by education. If there is a single theme that I would have hoped to leave with you, it is that all educators face challenges today which must be addressed appropriately and unflinchingly for a vital and dynamic society to continue. Beacon or mirror, there must be light!

References

1. Heilbroner, Robert; The Future as History as quoted by Willis W. Harman "Excerpts from Contemporary Social Forces and Futures" in a Speech given on June 16, 1969.

2. Botstein, Leon; "The Children of a Lonely Crowd" Change, Vol. 10, No. 5 (May, 1978) pp. 16-20, 54.

3. Inkeles, Alex; "The American Perception", Change, Vol. 9, No. 8 (August, 1977) pp. 25-30, 31.

4. Wolff, Paul; The Ideal of the University, Boston, Beacon Press, 1969.

5. Education Commission of the States; Coordinator or Chaos, Denver, Report of the Task Force on Coordination, Governance and Structure of Post-Secondary Education, Report No. 43, October 1973.

6. Baum, Jaon, "The Politics of Back-to-Basics," Change, (November 1978) pp. 32-38.

7. Wilbur and Chapman, College Courses in High School Reston, Va., The National Association of Secondary School Principals, 1978.

8. James; The New Cult of Efficiency and Education, Emerging Patterns of Administrative Accountability, Berkeley, McCutcheon Publishing Corp. 1971.

9. Institute of Social Scsearch; From Adolescence to Adulthood, ISR Newsletter, Spring, 1978, pp. 3, 8.

10. Corson, John J.; "If not the University" Education Record, Vol. 48, No. 2 (Spring 1967).

11. Tyler, Ralph; Prospects for Research and Development in Education, Berkeley, McCutcheon Publishing Corp., 1976.

12. The National Task Force; Better Schools Through Better Partnership, Washington, The Task Force, 1974.

13. Kline, Morris; Why the Professor Can't Teach, New York, St. Martin's Press, 1977.

"INSTITUTIONAL RENEWAL: A PLANNING MECHANISM FOR THE 1980's"

by

Dr. Abram G. Konrad

Centre for the Study of Postsecondary Education

The University of Alberta

Introduction

Postsecondary institutions are being challenged today, more than ever before, to adapt to new and varied external and internal pressures. Faculties want participative management, students want more relevance in programs, and governors want more effective use of resources. At the same time, government departments and the public-at-large call for increased controls on spending and greater accountability in institutional decision-making.

How can institutions respond to these pressures? What mechanisms enable institutions to adapt to a changing environment and to plan effectively in establishing educational priorities for the 1980s? And, more particularly, what guidelines for action might be available to help administrators initiate and successfully implement planning activities that will result in increased institutional effectiveness?

This paper draws upon a three-year study of renewal which included an extensive examination of research literature, visits to innovative colleges, and the development of a model of organizational renewal.[1] The paper presents a broad conceptual view of institutional renewal, outlines five specific stages, and identifies a series of propositions that could be helpful to an institution in establishing priorities for planning activities.

Institutional renewal is defined as a process whereby an institution ascertains its current condition, identifies the discrepancies between what is and what ought to be, and directs its activities toward the achievement of its desired state. In general, institutional renewal is a process involving five sequential stages: (1) developing awareness of need, (2) taking stock of current conditions, (3) identifying future images, (4) selecting an alternative strategy for bringing about desired changes, and (5) evaluating the action taken (Figure 1). Because the process of institutional renewal is iterative in nature, one must assume that, after an appropriate period of time, evaluation may result in the awareness of a new need which in turn leads through the whole cycle again. Thus, institutional renewal is an on-going process consistent with the notion of planned change.

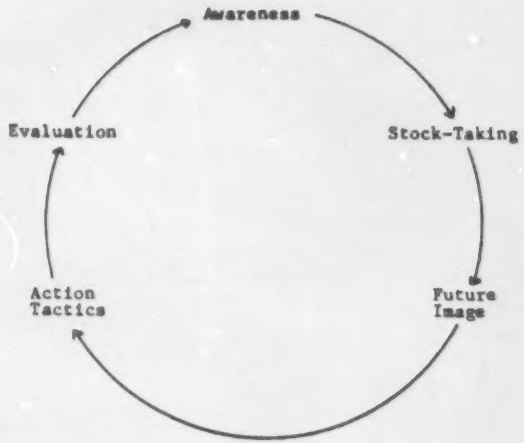


Figure 1

Renewal Cycle

Renewal activities may cover a broad spectrum in terms of extensiveness and impact upon an institution. A helpful way to identify and characterize renewal activities is to adopt a systems view of an institution. Based essentially upon a systems theory of inputs, conversion, and outputs, this linear model provides a way of identifying those areas of organizational functioning which can become focal points for renewal activities. While some renewal activities may focus on only one of these areas, others may cover two or even all three areas at one time.

Having defined renewal and adopted a systems view of an institution in which renewal might occur it is possible to develop a typology of renewal strategies and to examine more closely the interplay of these strategies with the environmental forces.

Typology of Strategies

Renewal strategies may be characterized by their focus, scope and term (Figure 2). For our purposes, focus identifies those components of the educational system (inputs, conversion, outputs or holistic) which are the objects of concern; scope

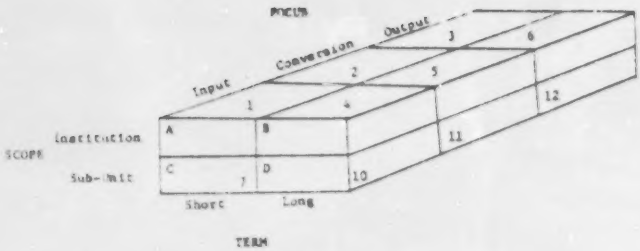


Figure 2

Typology of Strategies

specifies operational parts which are the objects of renewal (institution or sub-unit); and term refers to the length of time required to develop and implement the renewal strategy (short or long). In reality, all of these dimensions are more likely to be continuous than discrete, but the typology helps to categorize different strategies of renewal.

The three-dimensional figure contains twelve cells, each representing a particular type of strategy. In addition the four layers labelled A, B, C, D, represent four different holistic strategies. For example, a type 1 strategy focuses on inputs, is institutional in scope, and runs for a short term only. An illustration of this is a one-shot attempt to measure student needs and characteristics at the point of admission. As a renewal strategy, the desired outcome is a better understanding of incoming students. If on the other hand, the renewal design is a long term, total institutional effort with holistic focus (type B), the student assessment is more appropriately considered to be a component of the renewal strategy.

Renewal strategies may also vary according to their inertia potential. Some strategies have high inertia potential, making them difficult to implement; others have low inertia potential, making them easier to introduce. And, finally, the probable outcomes of an attempt to introduce a specific renewal strategy also relates to forces within the environment.

The Interplay of Strategy and Environment

No innovation or change is ever introduced in a vacuum. There always exists environmental forces which are supportive, resistive or both at the same time. The importance of recognizing and/or controlling environmental forces has been stressed by Kurt Lewin in developing a field theory.[2] The force field consists of institutional and psychological forces (incentives and disincentives) which operate at any given time and influence a decision to take or avoid action. These dynamic forces are capable of conscious manipulation. Figure 3 displays four possible situations in the interplay of a renewal strategy and its force field.

If the environment is supportive and the inertia potential associated with a given strategy is low, the chances of successfully implementing the strategy are high (Quadrant 1). If the environment is not supportive and the inertia potential is high it is unlikely that the strategy can be introduced successfully (Quadrant 3). If the environment is supportive but the inertia potential high (Quadrant 2) or vice versa (Quadrant 4), the renewal strategy under consideration may or may not be acceptable depending upon prevailing forces. It is important to remember, however, that factors in the environment can be controlled and strategies can be selected to avoid the situation represented by Quadrant 3.

In any institution, then, renewal activities may be undertaken when the force field is supportive and the inertia potential is low. Figure 4 depicts a conceptual model for approaching institutional renewal, indicating the dynamic nature of the interplay of forces and the cyclical nature of renewal itself. The outcome or objective of renewal activities is increased organizational health and effectiveness.

Guidelines for Renewal

The model for institutional renewal helps to focus attention on the role of the responsible administrator. In the final analysis, the administrator bears the responsibility for the success or failure of any renewal activity. A period of planning and preparation is recommended to increase the prospects of a successful renewal program. A decision to initiate the renewal cycle should be taken only when the administrator is reasonably sure of the likelihood of constructive action. The model indicates two main phases of renewal (1) planning and preparation and (2) implementation.

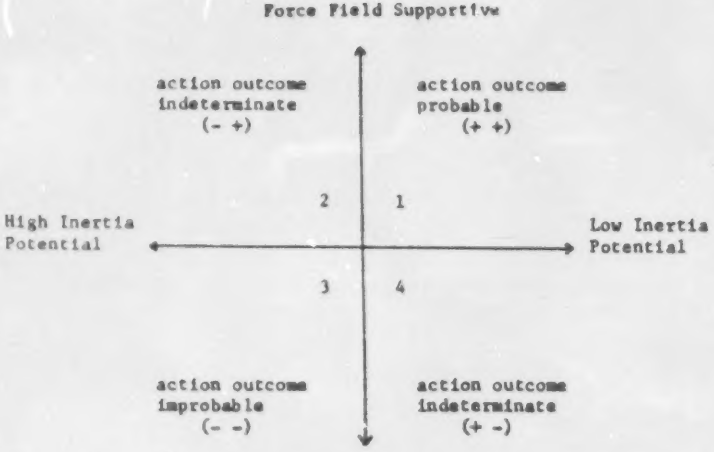


Figure 3

The Interplay of Strategy and Environment

In the planning and preparation phase the administrator explores possibilities and develops a supportive environment. When he is satisfied that feasible and potentially effective renewal strategies exist, and that he can muster sufficient support to initiate a renewal program, then the administrator can proceed to the implementation phase.

In reaching a decision to initiate action the administrator may have to compromise between strategies which address important renewal goals and those which are likely to receive the commitment of his staff. In the first instance, his awareness of the need for change will point to, or stem from, discrepancies between the actual and desired states within his institution. These states will give rise to a variety of possible goals for renewal. From a range of strategies those relevant to the most important goals are selected. Using factors such as term, scope and focus he can assess the inertia potential of the strategies under consideration, compromising between desirability

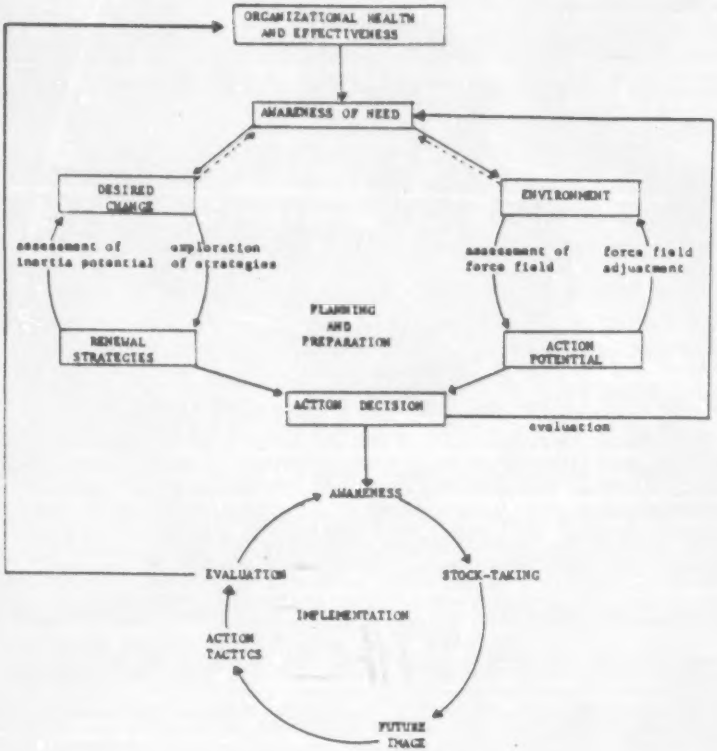


Figure 4

A Model for Institutional Renewal

and feasibility, if necessary. This cycle of consideration will eventually result in a number of workable strategies which should be of value to the institution.

Simultaneously, a second cycle of development is undertaken. The administrator must consider his institution's unique external and internal environment and assess the probability of group action consistent with his aims. It may be necessary to withhold any effort to initiate renewal until he has had the opportunity to develop a climate of support equal to the task. A decision to advance to the phase of implementation should be taken only when a renewal cycle is likely to be productive.

When a renewal program is undertaken it is very important that the cycle of activities includes evaluation to establish the extent to which the goals of the specific program have been achieved. This evaluation might lead to another cycle of renewal activities arising from further awareness of need. Two other functional aspects of evaluation are worth noting. When a renewal program is implemented there will be some consequences for the institution as a whole. The long range goal of renewal is improved organizational health and effectiveness. Each renewal program should be seen as a contribution towards this end. Evaluation is needed to determine if this is that case. If a renewal program fulfills its immediate purposes but the processes or products are in any way detrimental to the institution, then it is important that the administrator be aware of these effects and take appropriate corrective measures in the planning and preparation stages of other renewal programs.

One further aspect of evaluation is that which stems from the administrator's decision to take action. Whether or not this results in the implementation of a renewal cycle, the decision should be evaluated to develop further insights into the conditions of the institution and its need for renewal.

Conclusion

From the study of the literature of renewal it is clear that many approaches have been used to renew and improve the effectiveness of postsecondary institutions. Some of these can be considered grand scale onslaughts on the total institution or a major portion of it, while others are more focused and limited in their approach. A common concern, however, is the question of initiative: who is responsible for, or most likely to initiate, renewal activities? And through what actions should this initiative proceed? Since renewal inevitably entails the commitment of resources, human and non-human, sooner or later renewal hinges upon the support and commitment of a responsible

administrator.

Equally important is the commitment of those persons whose habits of work will be affected during the process of renewal or by its outcomes. The grass-roots initiation of any change is very appealing ideologically -- the workers at the service level of an organization perceive the need for change in their operation and communicate their feelings to a manager who then provides the backing and support for new procedures, or the exploration of such. But more frequently, in the case of college and universities, it appears that faculty members tend to resist change, while administrators and students support it.[3]

Whether higher education adopts the posture of beacon or mirror, the challenge of organizational survival in a time of mounting pressures can be met more appropriately by adopting a rational planning mechanism for tne 1980s. This paper has outlined a concept of renewal which provides the administrator with a systematic model for determining what parts of the organization might be appropriate objects of a renewal undertaking. It offers an approach based upon a theory which has its foundations in established practice. While no formulation of principles can guarantee a successful outcome, it should help the administrator to avoid classical errors such as imposing pat solutions to ill-conceived problems, or worse still, allowing his organization to drift in the groundswell of random forces with no one at the tiller.

References

[1]J.M. Small, A.G. Konrad, M.R. Hassen and B.W. Pickard, Renewal in Post-Secondary Institutions: An Analysis of Strategies, Edmonton, Alberta: University of Alberta, 1976.

[2]Acknowledgement is given to the extension of Kurt Lewin's field theory in S.V. Martorana and E. Kuhns, Managing Academic Change, San Francisco: Jossey-Bass, 1975, pp. 173-183.

[3]G. Budig and S. Rives, Academic Quicksand, Lincoln, Nebraska, Professional Educators Publications, Inc., 1973, pp. 19, 20.

PACIFIC NORTHWEST CONFERENCE ON HIGHER EDUCATION

Conference Participants

(The University of Calgary)

Henry Norman Anderson, Grande Prairie Regional College
Howard Barber, Olds College
D. Barnes, Graduate Student, The University of Calgary
Richard Barrett, Philosophy Department, The University of Calgary
Donald B. Black, Department of Educational Psychology, The University of Calgary
Lynn Callender, Canadian Union College
Robert B. Carson, Department of Educational Administration, The University of Calgary
R. Stan Chapman, Dean, Faculty of Continuing Education, The University of Calgary
Dora Corbett, Graduate Student, The University of Calgary
John Eddy, Loyola University of Chicago
Gordon E. Elhard, Area Superintendent, Calgary Board of Education
Larry W. Ferguson, Director of Applied Studies, Athabasca University
Karl Fiddes, Graduate Student, Department of Educational Administration, The University of Calgary
Jim Field, Hillcrest Christian College
Grant Fisher, Principal, Camosun College
John W. Friesen, Department of Educational Foundations, The University of Calgary
Richard Gailey, Southern Alberta Institute of Technology
Doris Garner, Graduate Student, Department of Educational Administration, The University of Calgary
Peter R. Gazard, Graduate Student, Department of Educational Administration, The University of Calgary
Gary W. Gilbert, Great Falls, Montana
Larry L. Gilbert, Great Falls, Montana
Keith Goldhammer, Dean, Faculty of Education, Michigan State University
Delmer Goode, Oregon State University
Larzette G. Hale, Department of Business, Utah State University
Terry Anne Handcock, Red Deer College
Robert R. Hoen, Department of Educational Administration, The University of Calgary
Irene C. Hutton, Graduate Student, The University of Calgary
The Hon. Bert Hohol, Minister of Advanced Education, Government of Alberta
Fred Jorgenson, President, Southern Alberta Institute of Technology
Gerry Kelly, Red Deer College

Abram G. Konrad, Postsecondary Education Centre, University of Alberta
Peter Krueger, Vice-President (Academic), The University of Calgary
Suzanne Kurtz, Department of Educational Curriculum and Instruction, The University of Calgary
R.F. Lawson, Dean, Faculty of Education, The University of Calgary
G. Loken, Department of Educational Administration, The University of Calgary
R.J. Leskiw, Department of Education, Government of British Columbia
Frank Ligon, Oregon State University
Neville O. Matthews, President, Canadian Union College
Leon McCarrey, President PNWCHE, Utah State System of Higher Education
J.B. McDonald, Graduate Student, Department of Educational Administration, The University of Calgary
G.P. Meyers, Grande Prairie Regional College
Lloyd Morin, Director, Instructional Development, Camosun College
J. Kenneth Munford, Oregon State University
Bethuel O. Okatch, Graduate Student, Department of Educational Foundations, The University of Calgary
E. Orteza y Miranda, Department of Educational Foundations, The University of Calgary
Nat. O. Osazin, Graduate Student, Department of Educational Administration, The University of Calgary
Alex Proudfoot, Department of Educational Administration, The University of Calgary
Alfred R. Roth, Concordia College
Ernest Ras Rowe, Idaho State University
Ean Seaton, Graduate Student, Department of Educational Administration, The University of Calgary
Bernard Sheehan, Office of Institutional Research, The University of Calgary
Frank Simon, Department of Educational Curriculum and Instruction, The University of Calgary
John Van de Graaff, Department of Educational Foundations, The University of Calgary
Walter H. Worth, Dean, Faculty of Education, University of Alberta
Mathew Zachariah, Department of Educational Foundations, The University of Calgary

PROCEEDINGS
of the Pacific Northwest Conference on Higher Education

J. Kenneth Munford, *Series Editor*

Founded by Dean Edwin B. Stevens (1873-1968) of the University of Washington, the Pacific Northwest Conference on Higher Education held annual meetings 1935-1942 (two in 1937) at the University of Washington. Themes of the conferences included *The Junior College*, *Implications of Democracy*, *Personnel Work*, *General Education*, and *Higher Education Looks at the Future*. In the war years 1943-45 no conferences were held. Since that time the location and theme of the annual conferences have been as follows:

1946 Oregon State College. *The Student as a Factor in His Education.*

1947 University of Washington. *Guidance and Personnel Work in Higher Education.*

1948 University of British Columbia. *Admissions, Curriculum, and Personnel Services.*

1949 Spokane, Washington. Merger with the Northwest Conference on the Arts and Sciences; joint meeting with the Department of Higher Education of the National Education Association.

*1950 Reed College. *Higher Education in a National Emergency.*

1951 No conference.

*1952 Whitman College. *Higher Education and the Advancement of Freedom.*

*1953 University of Oregon. *Higher Education for an Expanding Population.*

*1954 University of Idaho. *Man's Right to Knowledge and the Free Use Thereof.*

*1955 University of Washington. *Quality and Quantity in Higher Education.*

*1956 University of Utah. *Higher Education and the Mature Conscience.*

*1957 College of Puget Sound. *Reclaiming Wastelands in Higher Education.*

*1958 State College of Washington. *Human Values in a Technological Age.*

*1959 Southern Oregon College. *Superior Students.*

*1960 Central Washington College. *Improving Teaching in Colleges and Universities.*

*1961 University of Washington. *Higher Education Re-Examined.*

1962 University of Nevada. *Higher Education, Its Autonomy and Support.*

*1963 Portland State College. *The American College and the Making of an Educated Man.*

*1964 Western Washington State College. *New Knowledge: Its Impact on Higher Education.*

*1965 University of Oregon. *Higher Education for All?*

†1966 University of Idaho. *Responsibilities of Colleges and Universities.*

†1967 Lewis and Clark College. *Toward the 21st Century in Higher Education.*

†1968 University of Utah. *Profess or Perish*

†1969 Oregon State University. *Confrontations.*

†1970 College of Great Falls. *Refocus.*

†1971 Willamette University. *Accountability.*

†1972 University of Lethbridge. *Survival and Challenge.*

1973 The Evergreen State College. *Diversity.*

†1974 Gonzaga University. *Liberal Studies and Career Education.*

†1975 University of Montana. *Quality in Higher Education in Times of Financial Stress.*

†1976 Idaho State University. *The Non-Traditional Student in Higher Education.*

†1977 Oregon State University. *Closing the Gaps in Higher Education*

†1978 University of Calgary. *Higher Education: Beacon or Mirror.*

---

* Proceedings were published but are now out of print. Microfilms or microfilm printouts may be obtained from Xerox University Microfilms, Ann Arbor, Michigan 48103.

† Proceedings were published and may be obtained at $4 a copy from Oregon State University Press, Corvallis, Oregon 97331.